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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this module focuses on the factors which have led to the growth of the career education concepts. The module is one of six for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. (A minimum of 20 to 30 workshop hours is suggested for the total program.) Module I contains a list of eight goals for the module, a suggested format and time frame (8 hours total) for activities (readings, exercises, etc.) related to each goal, and readings for participants on the following topics: Educational problems of youth, frustrations of youth who do not fit traditional patterns of educational expectations, concerns of various publics and business organizations toward the educational training of students, trends in career possibilities in Hawaii, cultural and social implications of careers, the evolutionary course of career education involving schools in the solution of these problems, components which make up the philosophy of career education, what other school districts have done in implementing this concept, and the Hawaii model for career education. A bibliography is included. (TA)

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CAREER EDUCATION
ADMINISTRATORS AND COUNSELORS
IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUA PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE I
CAREER EDUCATION INFORMATION

U S DEPARTMENT OF HEALTH
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College of Education, University of Hawaii
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SEPTEMBER 1976

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FINAL REPORT

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Hawaii Career Development Continuum, K-14

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September 1976

PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

4.1 Develop Plans for Curriculum Preparation and Infusion

4.2 Plans for Resource Allocation

4.3 Plans for Scheduling

4.4 Plans for Community Involvement

Module V--Implementation

5.1 Supervision of Teaching

5.2 Curriculum Evaluation

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

8.1 Preparation and Evaluation of Counselor Material

8.2 Consultation to School Personnel

8.3 Integration of Coordination of School and Community Resources

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

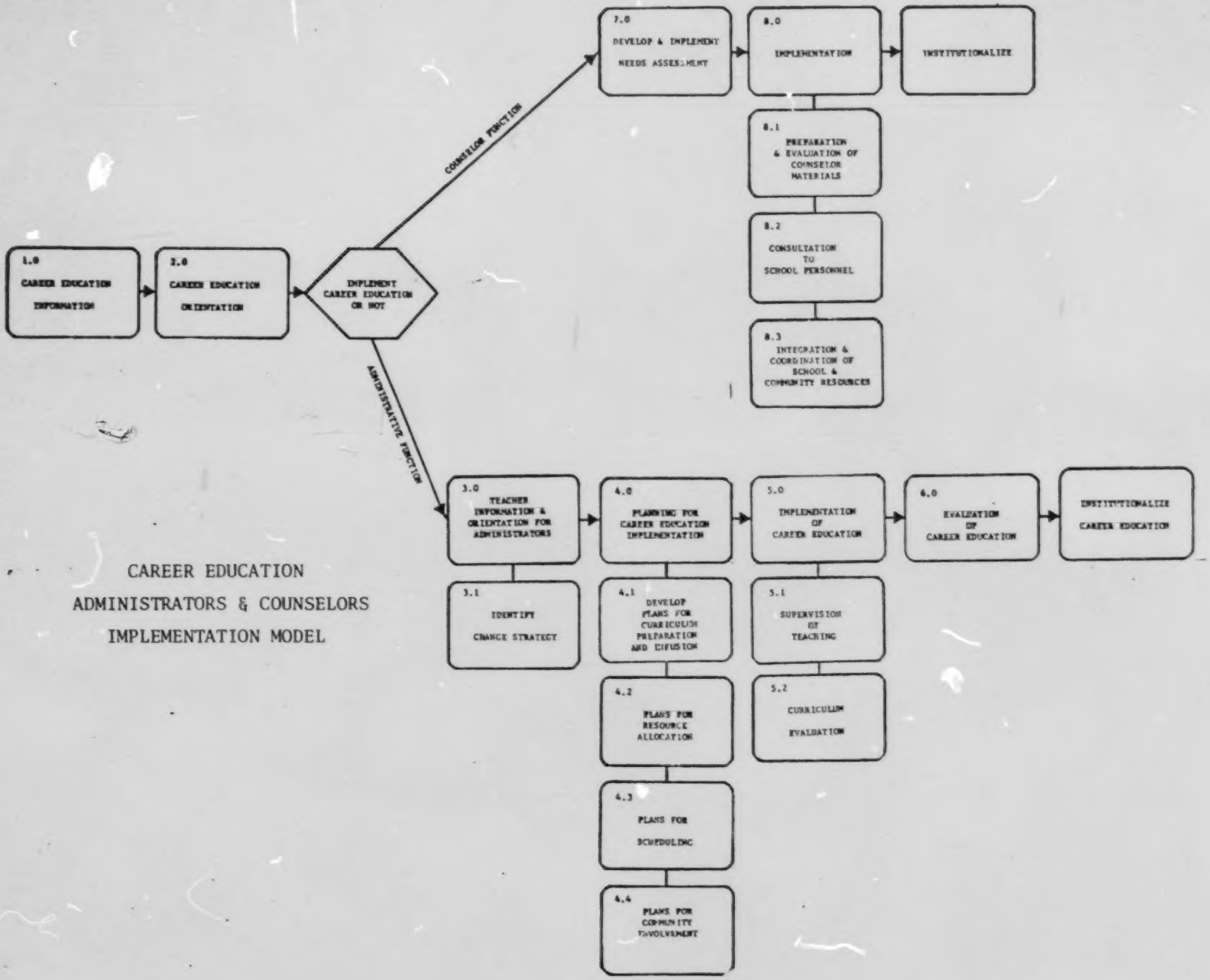
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION
ADMINISTRATORS & COUNSELORS
IMPLEMENTATION MODEL

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INFORMATION MODULE

The Information Module of this training package is designed as a mechanism for trainers of administrators and counselors so that they will acquire insights into the factors which have led to the growth of the concept of Career Education. It may be considered as an introduction to the concept for a wide variety of persons in both professional positions, e.g., administrators, counselors, teachers, classified employees, and the general public.

The goals of this module are that the participant will:

1. Be aware of educational problems which are plaguing youth.

2. Recognize the frustrations of young people who do not fit the traditional patterns of educational expectations.

3. Be aware of concerns of various publics and business organizations toward the educational training of students.

4. Be aware of trends in career possibilities in Hawaii.

5. Recognize the cultural and social implications of careers.

6. Recognize the evolutionary course of an educational venture, career education, to involve schools in a more meaningful role in the solution of these problems.

7. Understand the components which make up the philosophy of career education.

8. Discover what other school districts have done in the implementation of this concept.

9. Be introduced to the Hawaii model for career education.

The format is designed to aid the trainers in the presentation of the material to personnel who have not previously been exposed to an organized workshop or group meeting. To aid the trainer, a suggested time frame for the activities in each of the goals is suggested. The time frame is to give trainers an agenda so they can complete the Information Module in approximately eight hours of workshop time.

Each portion of the workshop is designed to address one of the goals stated previously. Thus the trainer should consult the portion of the module which corresponds to the activity stated which is in turn keyed to a goal. This can be done by using the sequence of goals and activities on the following pages. A number of the goals have reading materials attached to them. The trainer will need to duplicate these materials in sufficient quantity for use with the group he is training. Time has been provided in the time sequences for the workshop participants to read the material so they have a basis for

discussion. If time is a premium, the articles may be distributed in advance so the participants will come fully prepared for the activities.

Control of time is the essence of a well run workshop. If the participants are to be properly informed they must have an opportunity to deal with each of the various aspects of the information procedure. If the trainer does not feel he has adequate time it is possible to eliminate certain readings or other materials.

In addition to the suggested time sequences this module contains tips for the trainer in how to maximize the use of the various materials. Thus the module becomes a trainer's guide to the proper orientation of others. When preparing for an information session, he will need to use the suggested set of activities and questions contained in the module while studying the materials which are to be distributed or otherwise used in the workshop.

It is recognized that in certain cases the modules will be used individually. In these circumstances, the reader should use the time frame of activities as an adjunct or agenda to the written or visual materials. The guide may serve to strengthen the concept under study by the individual participant.

To accomplish these goals the following time sequence is suggested:

A. 15 min

Introduction to the Information Module. Includes description of the purpose of this module as cited previously.

B. 30 min

Distribution of study items for Goal 1: Be aware of educational problems which are plaguing our youth. "Career choices are usually accompanied by anxiety in our culture because basic career decisions are too often made in an environment which provides little help in making them" (Osipow). Another social problem is the high rate of unemployment, particularly among youth.

Reading 1

"What's Happening to the Students?" These are two graphs which point to the fact that many students may not have planned well nor prepared for their future while in school.

"Conditions for Educational Reform." A majority of graduates from both secondary and post-secondary schools are experiencing difficulty, frustration, and alienation in finding and engaging in meaningful and satisfying work/life. Some of the dissatisfaction can be traced to the present American educational system.

1. Information here demonstrates a phasing problem both nationally and locally.

2. Graphs demonstrate the problems from grade school, through high school, and even upon graduation from college.

3. Has this always been the case?

4. Are many people aware that this problem exists?

C. 40 min

Audio-visual presentation for Goal 2: Recognize the frustrations of young people who do not fit the traditional patterns of educational expectations. A major criticism of the educational system has been its practice of putting students into college preparatory, vocational, and general tracks. This fragmentation is detrimental to students not only from an educational angle but also from a psychological view of themselves.

Movie: "A Different Drum" 1975 (21 min)

Synopsis: An all-Indian cast explores the possibility that a college education is not necessarily the answer for all; for some, living a productive life does not necessarily demand higher education.

Reading 2

"Larry Allen: A 1972 High School Graduate." (Please note that this exerpt is taken from a larger statement which can be obtained in McGlure, L. and Buan, C. (eds.), Essays on Career Education. Portland: Northwest Regional Laboratory, 1973, pp. 156-162.) Mr. Allen states that most young people need and want an education that will help them in their future careers, in their leisure hours, and in their roles as active citizens. He represents the view of one student towards the daily problems which apparently face many high school students.

1. Does this represent a sizeable segment of the student population?

2. Are schools tending to make these students feel that they are "second class?"

3. In terms of curriculum, does one divide subject and subject matter into "hard" and "soft" subjects or "solids" and "non-solids"? What impact or subtle meaning does this connote to the students?

D. 20 min

Discussion Break

E. 20 min

Distribution of study items for Goal 3: Be aware of concerns of various publics and business organizations toward the educational training of students. While a major push for educational reform has come from the educational community, forces within the world of work have also contributed to the demands for change.

Reading 3

Statements from Business and the United Auto Workers (AUW). Both groups state that education reform is necessary and that they are willing to work with educators and others toward a more successful American educational system.

1. Are these statements realistic?

2. Why is there more dissatisfaction towards education today? Do you feel that the reasons given are true?

3. Can you think of possible alternatives?

F. 40 min

Handout study items for Goal 4: Be aware of trends in career possibilities in Hawaii. It seems reasonably clear that changes in the world of work will require continued and perhaps increasing individual adaptability. With this idea in mind and the knowledge of what resources are available to provide the individual with manpower information, the individual will be able to be aware and to plan for the nature and types of work to be done in the future.

Reading 4

"Manpower Resources and Manpower Needs." This forecast is based on the 1970 Decennial Census for Hawaii.

"Learning a Living in Hawaii." Prepared by the State Board for Vocational Education, it is presented as an introduction to vocational occupations in Hawaii (Appendix A).

1. How many of your students are aware of the range of job clusters?

2. How many have explored at least one job in each cluster?

3. Does the school have a responsibility to assist students in this area? To what extent?

4. Are we doing what we should?

G. 30 min

Distribute study item for cultural perspectives for Goal 5: Recognize the cultural and social implications of careers. Our educational structure is marked by discontinuity between childhood and the world of work. The abruptness of the transition requires youth to struggle in a strange and new world. They have not acquired the skills, attitudes, nor values that undergrid productive activities.

Reading 5

"Career Education in Cultural Perspective," by James Spradley. Dr. Spradley views the fundamental American education structure which is based on cultural values. He sees educational reform as a means to change the way that our culture structures continuity and choice.

H. 30 min

Distribute articles for Goal 6: Recognize the evolutionary course of an educational venture, career education, to involve schools in a more meaningful role in the solution of these problems.

Reading 6

"Career Education: An Introduction." This is a brief booklet covering the basic components of career education and the philosophy behind this educational venture.

"Straight Answers on Career Education." Kenneth B. Hoyt, Associate Commissioner for Career Education, USOE, utilizes a question-answer approach in dealing with an explanation of career education and some of the misconceptions surrounding this educational reform movement.

"Occupational Information Needs of Career Education." This article is based on the assumption that if new direction and emphasis in education focuses on the school experience as a part of the career development process, then a major goal of the school experience should be readiness on the student's part to face the complexities of our society with the skills necessary to work, to participate as a responsible citizen, a family member, to know how to use leisure time, and how to make decisions.

"Toward a Philosophy for Career Education," by Sterling M. Mcmurrin. This is the view of one man towards formulating a philosophy for career education.

I. 50 min

Distribution of study items and viewing of a film for Goal 7: Understand the components which make up the philosophy of career education. One of the most persistent criticisms of career education during the first few years of its development has been that no one knows what it really is. Through the study items for this goal, the learner should be able to grasp the foundation of career education.

Reading 7

"The National Standard Career Education Model." Developed by leaders in career education, this paper identifies specific goals, lists the fifteen occupational clusters as suggested by the USOE, and is to be used as a national standard for career awareness.

"Elements of Career Education." This graph allows the learner to conceptualize the stated elements of career education and the proposed outcomes. Can be used as a transparency or as handout material.

"USOE Model." The conceptual model by the U. S. Office of Education.

"Definitions of Career Education." This sheet is intended as resource material. It is based upon the following definition: "'Career Education' is the totality of experiences through which one learns about and prepares to engage in productivity as part of her or his way of living."

"Comprehensive Career Education Matrix." Through viewing the matrix, one can visualize learner objectives and outcomes of a comprehensive career education system.

Movie: "Implementing Career Education" 1975 (20 min)

Synopsis: Provides a good orientation to career education, its major concepts, objectives, and goals.

J. 30 min

Distribution of study items for Goal 8: Discover what other school districts have done in the implementation of this concept. Through the following items one will begin to see that on a national level, career education is a priority in many states.

Reading 8

"Introductory Statement by the USOE on Career Development in Selected States." Abstracts taken from selected states, these profiles offer information of career education in other states.

"Promising Practices in Small Schools." This exerpt was taken from a larger document. It gives detailed information about two specific career education programs.

"The State of Career Education (Arizona)." Arizona was the first state in the Nation to have specific legislation dealing with career education. This booklet will provide a view of progress which has taken place in Arizona's educational system.

K. 30 min

Distribution of study items for Goal 9: Be introduced to the Hawaii model for career education. Hawaii's model for career education is based upon the indigenous populations of the islands. This incorporates not only the basic career education components, but also places emphasis on cultural attitudes, values, and philosophies. This can be seen in the four goals of the Hawaii Career Development Continuum: civic responsibility, social relationships, self-realization, and economic efficiency.

Reading 9

"Introductory Statement."

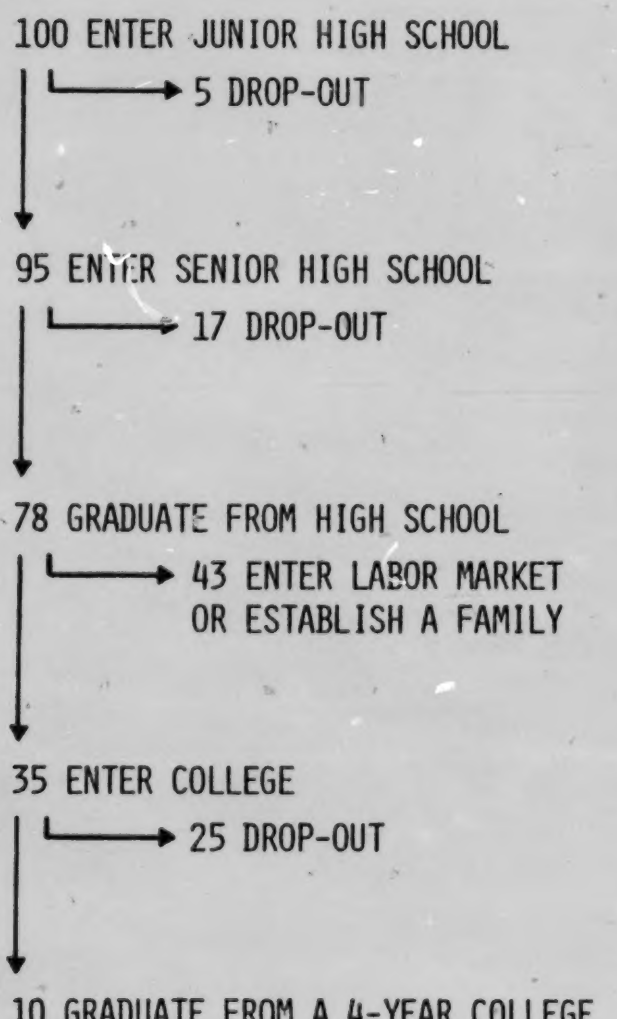
"A Conceptual Framework for a Career Development Continuum, K-14, for Hawaii's Schools. The State Plan which also serves as a position statement is in the form of this official publication.

L. 10 min

Self-evaluation form.

READING 1

"WHAT HAPPENS TO STUDENTS?"



Especially in secondary schools the curriculum is typically not realistic in terms of meeting student career needs.

WHAT'S HAPPENING TO THE STUDENTS:

1. Dropouts from U. S. secondary schools

24% drop out of school before graduation

76% actually graduate

---

2. Choice of curriculum among U.S. secondary school students

76% are enrolled in college preparatory or general curriculum programs

24% are enrolled in vocational education programs

---

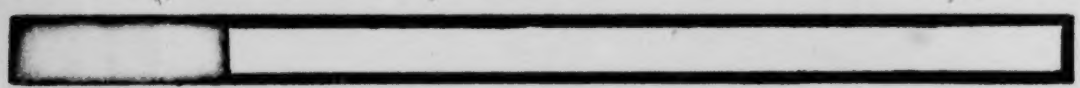
3. Relatively few U.S. secondary school students graduate from college

23% will graduate from college

77% will not graduate from college

Source: Digest of Educational Statistics, 1974 Edition, Office of Education, U.S. Department of Health, Education and Welfare.

U.S. JOB OPENINGS DURING THE 70'S



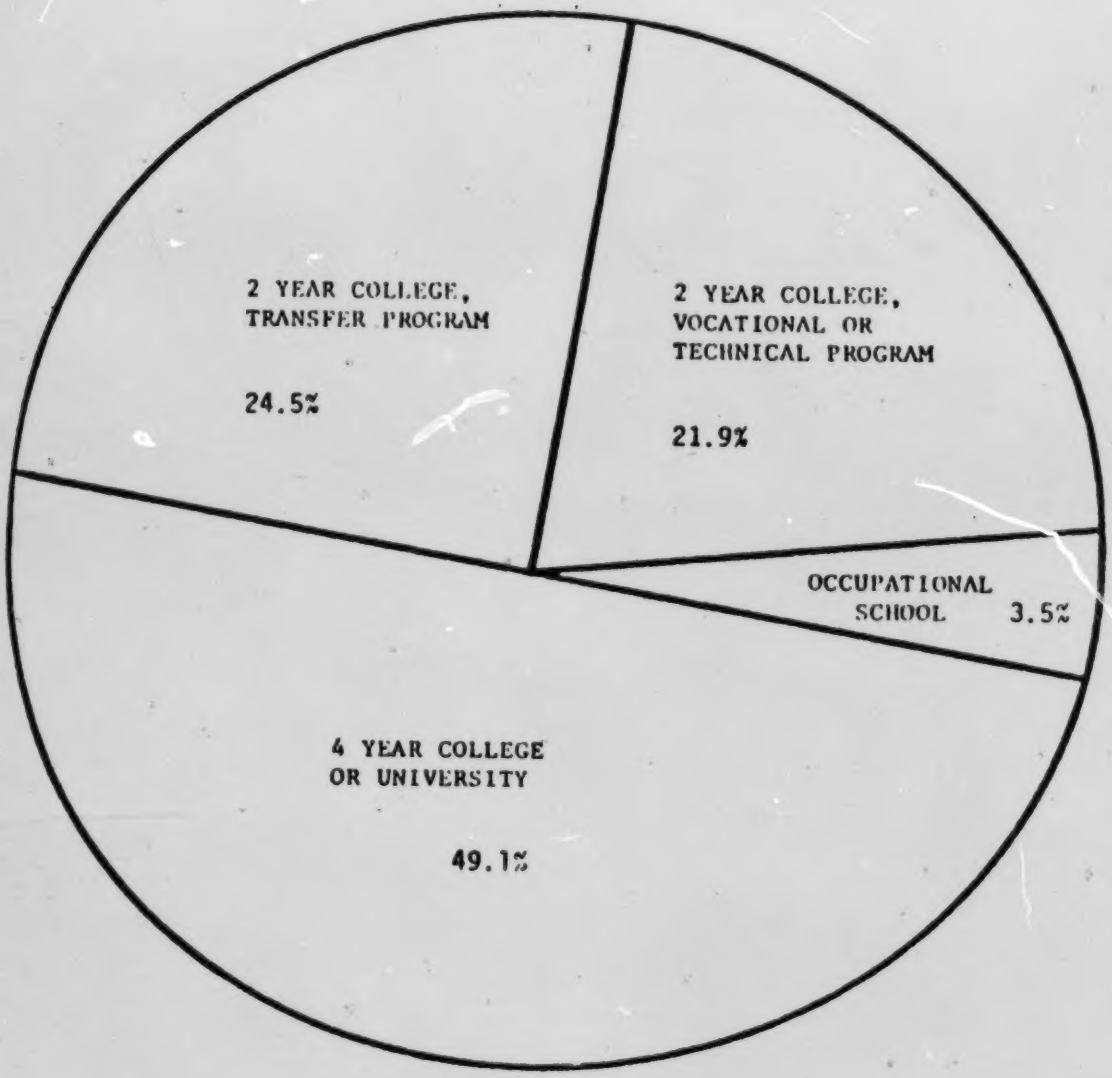
20% of jobs require a 4-year college degree

80% of jobs require a high school diploma or training beyond high school but less than 4 years of college

Jobs in the 70's demand specialized training, not necessarily a college degree.

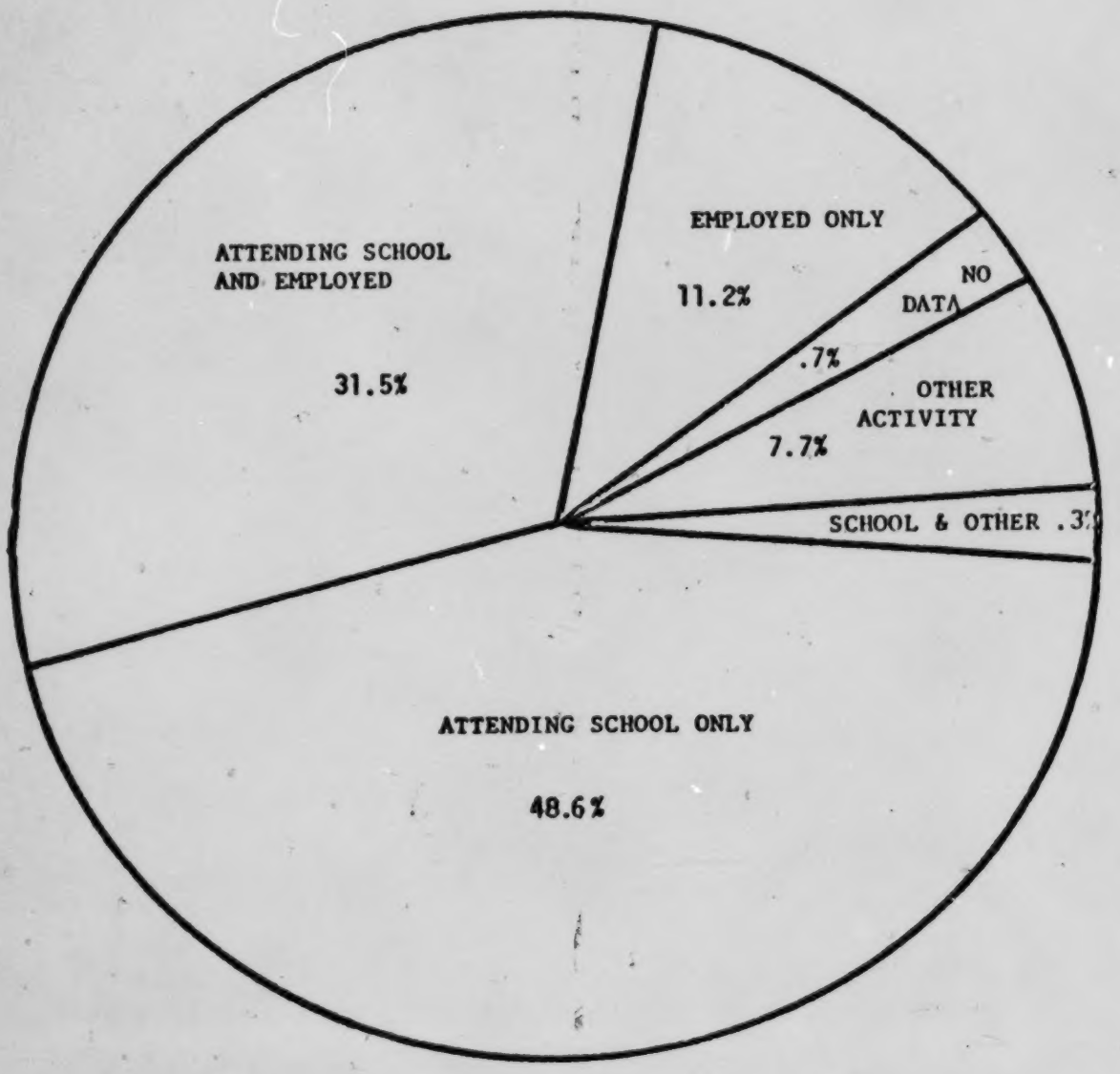
1973 Hawaii High School Graduates

Planned to Attend These Types of Schools



ACTIVITIES OF HAWAII 1973 HIGH SCHOOL GRADUATES

ONE YEAR AFTER GRADUATION



CONDITIONS CALLING FOR EDUCATIONAL REFORM

For too many youths career exploration begins after leaving school instead of during the early learning years when there is ample time to develop areas of work interest and competence. In today's rapidly changing society, many individuals are leaving our educational system deficient in necessary basic academic skills. There has steadily developed an increased emphasis on "school for schooling's sake."[1] The third grade teacher seems intent on readying students for the fourth grade . . . . Instead of readying students for something, education has become for many students simply preparation for more education. Kenneth B. Hoyt[2] points to the facts which show that too many students fail to see meaningful relations between what they are asked to learn in school and what they will do when they leave the educational system. Too many of them leave our educational system unequipped with the vocational skills or the desire to work that are essential for making a successful transition from school to work.

American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It does not meet the educational needs nor give equal emphasis to the majority of students who will never be college graduates. Seventy-six percent of secondary school students are enrolled in a course of study, for example, that has as its major emphasis, preparations for college--even though only 2 out of 10 jobs between now and 1980 will require a college degree. Thus, almost 8 out of 10 students are receiving an education that will primarily benefit only 2 out of 10 students. Hoyt also states that American education has not kept pace with the rapidity of change in the post-industrial occupational society which results in large numbers of both over-educated and under-educated workers. Both the boredom of the over-educated worker and the frustration of the undereducated worker have contributed to the growing presence of worker alienation in the total occupational society. And, many students are not provided with the skill and knowledge to help them adjust to changes in job opportunities. The individual normally changes occupational emphasis not less than 3 to 5 times during their work life. Education must increase the individual's ability to adjust to these changes.

The growing need for continuing and recurrent education on the part of adults are not being adequately met. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exists and are increasingly needed by both youth and adults. The general public, including parents and the business-industry labor community, has not been given an adequate role in formulation of educational policy. And, American education as currently structured does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society. The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.

In summary, American education as currently structured does not adequately meet the needs of the people or of the larger society. The adjustments are extremely costly to students and their parents in terms of money, psychological damage, and inability to plan a meaningful future.

Footnotes

[1]Chamber of Commerce of the United States, 1974.

[2]"Introduction to Career Education," Kenneth B. Hoyt.

READING 2

A 1972 High School Graduate: Larry Allen

Editor's Note:

Larry Allen's essay represents one student's view of the daily problems that many high school students apparently face. He discusses the emphasis the public schools have put on college entry, the irrelevance of many high school courses for real-life needs, the lack of adequate career counseling in high schools and the tendency to place students in courses they don't wish to take.

Mr. Allen maintains that most young people need and want an education that will help them in their future careers, in their leisure hours, and in their roles as active citizens.

A student attending a modern American high school doesn't spend many days in the classroom before realizing that something is wrong with the education being received.

First, it is discovered that one's worth as a human being seems to be measured by the desire (or lack of desire) to go to college. If the student is one of the chosen few (approximately one-third of all high school students) who qualify to take college preparatory courses, the student is immediately made to understand that somehow they are better than their less "bright" classmates. One learns that a student who takes a business course (typing, bookkeeping, shorthand) is inferior to one who takes a college preparatory course and that someone put in remedial courses or chooses auto mechanics, shop or home economics is regarded as a loser.

The situation I describe exists because American society believes in a myth--the myth that one has to have a college education to succeed. I suspect, however, that this myth rests on a shaky foundation. In the first place, I believe only one-third of all high school students hope to attend college. So when the schools gear their programs to the needs of the college-bound student, they fail to prepare the remaining two-thirds for the post-high school world.

And what about those who do go to college? We see even our college graduates searching for employment. Could the reason be that they often are unprepared for any sort of work at the end of a 4-year liberal arts education? Couldn't these same students be better prepared to qualify for interesting, well-paid jobs through preparatory skill training? I don't mean specific training for one job, but a thorough grounding in skills that might be useful in several jobs.

However, let's return for a moment to the existing high school situation and look at it as it might be in the future. Today, our high schools concentrate on preparing only one-third of their students for the responsibilities they will meet after graduation. The other two-thirds are shuffled from one irrelevant course to another for 4 years. To put it bluntly, most of them are wasting their time.

How can we change this situation?

Many students leave high school without any concept of what they want to do or where they want to go or what the world of work is all about. Even college-bound students rarely have any concrete idea of how their proposed major area of study will lead them. In fact, many of them are college seniors before they even begin to consider the need to relate their studies to present or future occupational opportunities.

With a few well-publicized exceptions, most young people know that their adult lives will be spent, to a great extent, in a career and that they must be thoroughly and carefully trained to stand up to competition in a highly technological society. Therefore, they want their schools to be relevant to their needs. They welcome the opportunity to learn all the skills necessary to prepare them to take their places in the adult world.

If a student could be made to see specifically how English composition and grammar would be useful in a job as a public relations officer, or how mathematics could be used as an electrician, the student certainly would not resent having to learn those subjects.

Young Americans are becoming more and more involved in decision making in the political arena, in the area of environmental control, and in the job of making government more responsive to the needs of the people. It is an exciting development and one that ought to be encouraged by the schools. But encouragement will be a token gesture if it doesn't take specific, instructive form. Civic courses could be related directly to specific ways in which people can become active politically and to legal ways in which students can cope with government irresponsiveness. General science courses could study pollution and discuss definite types of action that can be taken to fight for pollution control.

Our democratic society has been plagued by negative elements and tendencies that scar its image at home and abroad. Maybe one of the reasons is that our schools have not only tolerated, but have actually encouraged inequalities among the students who are supposedly regarded as equal. We all know that citizens in a democratic society are supposed to be guaranteed the opportunity to develop to the limits of their abilities. We all know that in practice our individual strengths vary widely. Yet, we have all been crammed "democratically" through 12 years of "equal" schooling. Sometime during these 12 years we find that our education has scarcely any relationship to our real-life needs. So we sit in apathy or drop out or rebel or, if necessary, get good grades until the second half of our senior year when we've been accepted by a college and don't care any longer what impression we make in high school.

In closing, the future of the work careers of Americans will constitute only a portion of our daily lives. Probably we will have many more hours of leisure time than we have today. To lead full, useful lives, on the job and off, we must be prepared to use their rights and powers and leisure hours wisely. To do this, students must be given specific, practical instruction and information by their public schools.

READING 3

Statements from Business and the United Auto Workers (UAW)

History has shown that the abilities of available manpower do not match the requirements of jobs at the levels where the opening have occurred. As a result, employment opportunities are not available for many individuals while many jobs remain unfilled.[1] The problems faced by youth in securing full-time jobs are closely tied to education, training or other kinds of job preparation. Employers have been hesitant to hire young workers who lack appropriate training, work experience, and/or education for available jobs and whose work attitudes and habits have not been established. Employers claim that young workers have poor work habits and change jobs frequently. The fact that new entrants in the labor force experiment with jobs before settling on one also substantiates this feeling.[2]

Business

Eugene B. Sydnor, Jr., in his paper presented to a conference of the National Chamber of Commerce in 1974, speaks of the concerns of the businessman. In his paper entitled, "What Business Asks of the Schools," he points out that just as there are many differences among educators about what is right and wrong with the schools, there are similar differences among employers. Small employers of largely semi-skilled workers will judge the schools on a basis different than that of a large technical operation with a highly professional staff. Both will have needs quite different from those of the giant national or multi-national company with a demand for a wide range of skills. However, after almost 7 years as a director of the National Chamber, Syndor has developed some definite ideas regarding the concerns of most businessmen. Realizing that the schools are doing a better job than ever before, he stresses that when measured against today's rising expectations, the educational job still is not good enough.

The rules have changed for education. Mr. Sydnor examines the major demand which has emerged in the past few years--the demand that schools educate all students. Today much concern is expressed over the 900,000 annual dropouts and underachievers. Yet during the 50's and 60's the dropout rate actually declined from 41% to 22%. The schools, however, are not being applauded for their improved performance. The reason is that the standards are now more demanding. In the past there were relatively many more low-level, unskilled jobs to fill and the functional illiterate was considered better suited than the high school graduate to fill them. In 1930 approximately 30% of all jobs were unskilled or required few prerequisites other than willingness to work and to do as one was told. Today such jobs represent 4% or less out of the national job market. Many young people have qualifications of little practical use for most employers.

In answer to "What Business Asks of the Schools," the following have been suggested:

-- Business asks the schools to respond to the realities confronting today's students and today's employers by keeping pace with the

rapidity of change in our increasingly complicated and highly technical society.

-- We ask our schools to include parents and business-industry-labor groups in the formulation of educational policy.

-- We ask our schools to serve effectively the majority: the 8 out of every 10 secondary school students who will never complete college.

-- We ask our schools to give more attention to providing learning opportunities outside the present structure of formal education, so that students will be less isolated from the world they will enter when they leave school, with or without a diploma.

-- Finally, we ask our schools to be accountable for the results of our students--to focus on preparing them to find their niche in the wide world of almost unlimited career opportunities, or to pursue further training in the community colleges, baccaluareate degree, or graduate school levels of higher education.

-- We urge leaders in education to focus on what you prepare students to do in later life rather than to put your major emphasis on educational input factors such as tax dollars spent, books in the school libraries, number of students per teachers, and teacher salary scales. In other words, let us devise fair and realistic measurements of school outputs in human terms as contrasted with our major reliance on input factors of a statistical nature.

Students need a greater incentive to learn. They must be shown how to relate their academic subjects with their practical application. To do so, the schools must utilize the largely untapped and extensive reservoir of community resources and support.

Today there are 23,000 different types of jobs. By 1980 there will be 30,000 different types of jobs. The number of new jobs will, of course, be much greater than the 7,000 indicated by these figure, because many jobs at which people are working today will decline to the point that they will have little significance in the labor market at the end of this decade of the 70's. The school must be able to prepare their students effectively for this ever-changing job market.

United Auto Workers (UAW)

The UAW along with other labor organizations has participated in the development of educational reform. The call for educational reform is a reaction to many problems with conventional public education which have surfaced. Factors identified with these problems include:

-- The low performance levels of graduating students, necessitating extensive remedial education.

-- Education which has not been related to actual living experiences.

-- Public education that fails some 2-1/2 million students annually.

-- Students making the transition to a post-school environment face frustrating experiences, demonstrated by inability to relate effectively to the complexities of community and family structures.

-- There is a failure to provide quality education to minority and economically disadvantaged students.

-- Current public education stresses teaching rather than learning.

-- Disproportionate emphasis toward college preparatory curriculums when compared to the actual need for baccalaureate degrees in today's job market.

-- Functional illiteracy still prevails among more than 20 million adults.

-- Failure of students to acquire and possess vocational, technical, and academic skills.

-- Lack of easy-access, easy-exit educational opportunities for adults and older citizens, with emphasis on life-long continuing education.

The UAW views a person's career as his or her whole lifetime, which includes the various life roles experienced by our populace. With little exception, all persons will be students, family members, and citizens as well as workers. Students must learn how to learn. This will provide the adaptability competencies necessitated by changing job conditions. Current statistics indicate the average person will change jobs some six times during a lifetime. New skills may be required along with refurbishing of old talents.

Substantial numbers of students in many schools are channeled into the so-called general curriculum. These curriculums are not geared to any special end result except graduation. Following graduation, these students have neither the ability to acquire entry-level jobs, nor the ability to absorb post-secondary education.

Even though work is an important aspect of one's career, it does not represent the totality of lifetime. Cultural, aesthetic, and leisure time activities must be considered. Earning a living is not the same as living a rich and rewarding life. The skills required to understand and cope with the problems of our culture and the society must also be taught, as well as the skills to bring about those constructive changes a viable society constantly needs.

Footnotes

[1]State Department of Labor and Industrial Relations, Annual Report, 1974.
[2]Office of Placement and Career Planning, University of Hawaii at Manoa, Dr. Roy McArdle, Director, 1974.

READING 4

MANPOWER

A brief look at some of the statistics gathered by the State Department of Labor and Industrial Relations, the Career Planning and Placement Office at the University of Hawaii, and the State Board of Vocational Education, indicate that new entrants into the world of work must plan in terms of education, entry-level skills. Changing conditions in our society have created an entirely new environment.

The high demand for college graduates that prevailed during the 1960's has ended and graduates now find themselves facing the same problems as other young workers. Between 1969 and 1972, the unemployment rate of college graduates 20-24 years of age increased from 204 percent to 6 percent nationally.[1] In Hawaii, the University of Hawaii graduates were reported in a State of Hawaii mid-year report of "slow job growth," with an unemployment level of 8.4 percent of the civilian labor force. Professional, technical, managerial demand occupations in the Honolulu labor area in the second quarter of fiscal 1974 included requirements for architectural drafters, civil engineers, practical nurses, paramedical assistants, and medical and radiological technologists. There was a surplus of candidates interested in employment as administrative assistants, manager trainees, personnel workers, public relations persons and teachers, the types of jobs that are frequently attractive to college graduates. Liberal arts majors frequently cannot provide evidence of employment preparation or indications of interest or motivation in vocational matters. The graduate, seeking a satisfying way of life that does not incorporate the provision of a needed service or skill to the community is in a very difficult situation. In addition to a good liberal education, supplementary professional or technical qualifications are expected. In view of shifting supply and demand patterns, college students and all students of the 1970's need more than ever to base their career decisions on a sound knowledge of the changing market for workers.[2]

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[1]Career Planning and Placement Annual Report, 1974.

[2]State Department of Labor and Industrial Relations, Annual Manpower and Planning Report, Fiscal Year 1975.

IV: TOTAL MANPOWER NEEDS

The total manpower requirements for workers is the sum of expansion and replacement needs (demands). Industrial expansion demands are the total number of new workers needed by measuring the employment levels over time. An equally important determinant of the total job demand is the requirement to replace workers who die, retire or leave the work force for other reasons. Vacancies created by deaths and retirements are termed as replacement needs (demands).

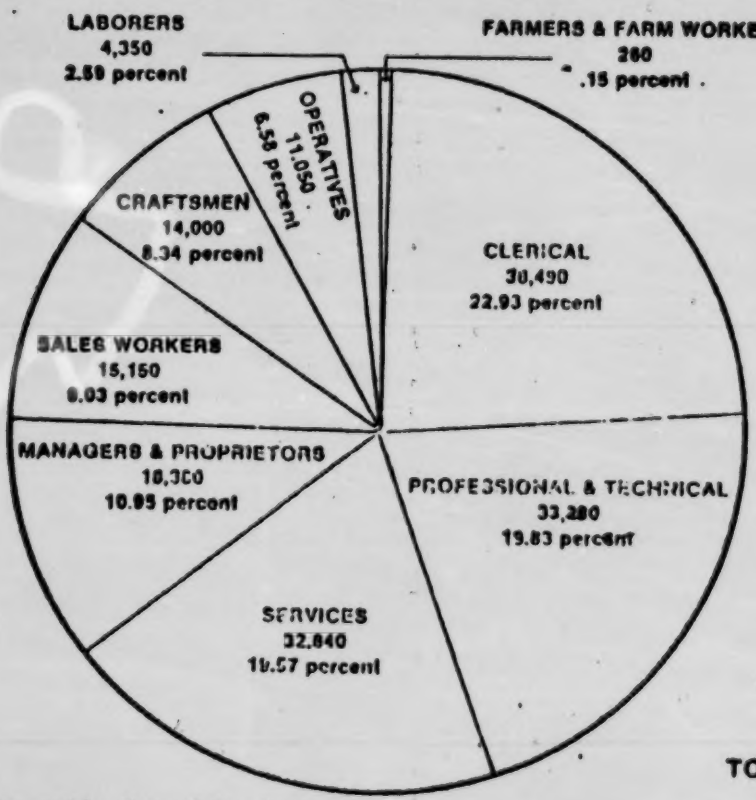
Of the 167,800 total demand forecasted, replacement needs contributed 59.6 percent. Six of the nine major occupational categories will require more workers for replacement than for expansion needs. These are *sales workers; clerical workers; operatives and kindred; service workers; laborers, excluding farm;* and *farmers and farm workers.*

For some occupations not expecting to change their level of employment or even for others with a declining trend, the manpower requirements for replacement may be substantial and show a net manpower need. Such is the case for *farmers and farm workers* category.

The following graphic material presents an analysis of Total Manpower Needs. The pie graph depicts total manpower needs as a percent of the total requirement. For current trends and areas of greatest demands refer to Table 2. Table 3 presents expansions and replacements need for 1970-1980.

GRAPH 2

HAWAII'S TOTAL MANPOWER NEEDS* TO 1980
PERCENT DISTRIBUTION BY MAJOR OCCUPATIONS



TOTAL NEEDS: 167,800

*Manpower needs are a combination of the following:

1. *New jobs*—which will be created by industrial expansion over the ten year period.
2. *Replacement needs*—because some jobs will be vacated by people who leave the labor force, due to retirement or death.

NOTE: Occupational titles are related to the 1970 Decennial Census definitions.

TABLE 2
TOTAL MANPOWER NEEDS: EXPANSION AND REPLACEMENT* 1970-1976

Major Occupational Groups	Expansion Needs	Replacement Needs	Total Needs 1970-1976
Professional, Technical, Kindred	10,200	9,770	19,970
Managers, Officials, Proprietors	6,230	4,800	11,030
Sales Workers	3,570	5,520	9,090
Clerical Workers	7,710	15,380	23,090
Craftsmen, Foremen, Kindred	4,200	4,200	8,400
Operatives & Kindred	2,050	4,580	6,630
Service Workers	7,540	12,160	19,700
Laborers, exc. Farm	800	1,800	2,610
Farmers and Farm Workers	-1,640	1,800	160

*Due to rounding, totals may not add.

TABLE 3
TOTAL MANPOWER NEEDS: EXPANSION AND REPLACEMENT 1970-1980*

Major Occupational Clusters	Expansion Needs	Replacement Needs	Total Needs 1970-1980
Professional, Technical, Kindred	17,000	16,280	33,280
Engineers, Technical	1,090	550	1,640
Life and Physical Scientists	220	110	330
Mathematical Specialists	60	30	90
Engineers, Science Technicians	1,060	510	1,570
Medical Workers, exc. Technicians	1,940	2,550	4,490
Health Technology and Technicians	610	500	1,110
Technicians, exc. Health	520	160	680
Computer Specialists	650	240	890
Social Scientists	380	120	500
Teachers	4,510	6,060	10,570
Writers, Artists, Entertainers	1,760	3,590	3,350
Other Professional, Technical	4,170	3,860	8,030
Managers, Officials, Proprietors	10,380	8,000	18,380
Buyers, Sales, Loan Managers	1,910	1,060	2,970
Administrators, Public Inspectors	1,370	1,040	2,410
Other Managers, Officials, Prop.	7,100	5,900	13,000
Sales Workers	5,950	9,200	15,150
Clerical Workers	12,850	25,640	38,490
Stenographers, Typists, Secretary	4,300	10,080	14,380
Office Machine Operators	260	840	1,100
Other Clerical Workers	8,290	14,720	23,010
Craftsmen, Foremen, Kindred	7,000	7,000	14,000
Construction Craftsmen	2,870	2,800	5,670
Foremen, NEC	680	1,140	1,820
Metalworking Craftsmen exc. Mech	30	260	290
Mechanics, Repairmen, Installers	2,070	1,350	3,420
Printing Trade Craftsmen	50	230	280
Other Craftsmen, Kindred Workers	940	1,030	1,970
Transportation, Public Utilities	340	190	530
Operatives	3,410	7,640	11,050
Semiskilled Metalworking	150	260	410
Semiskilled Textile	-10	0	-10
Semiskilled Packing, Inspecting	180	980	1,160
Other Operatives, exc. Transport	1,390	4,630	6,020
Transport Equipment Operatives	1,690	1,770	3,460

TABLE X 3
TOTAL MANPOWER NEEDS: EXPANSION AND REPLACEMENT 1970-1980*

Major Occupational Clusters	Expansion Needs	Replacement Needs	Total Needs 1970-1980
Service Workers	12,570	20,270	32,840
Cleaning Service Workers	4,430	4,930	9,360
Food Service Workers	4,220	8,240	12,460
Health Service Workers	1,240	1,900	3,140
Personal Service Workers	2,010	3,570	5,580
Protective Service Workers	1,580	580	2,160
Private Household Workers	-910	1,050	140
Laborers, exc. Farm	1,340	3,010	4,350
Farmers and Farm Workers	-2,740	3,000	260
Farmers and Farm Managers	-290	750	460
Farm Laborers, Farm Foremen	-2,450	2,250	-200

**Due to rounding, totals may not add.*

SUMMARY

There were signs of recovery during the first half of 1975. While the improvements in the labor market were nothing to be ebullient over, they indicated a slow emergence from the worst slump in twenty-five years.

WORKERS INCREASED. The average number of employed persons during 1975 showed a gain of 2.0 percent from the first half of 1974. This compares with 1.3 percent improvement between the first half of 1973 to 1974.

JOBS INCREASED. 1975's first six month's average for occupied jobs was 1.9 percent higher than the first half of 1974. This was an advance compared with the 1973-1974 meager job expansion rate of 1.5 percent.

Job growth was slower on Oahu (1.7 percent) than on the Neighbor Islands (3.1 percent).

UNEMPLOYMENT DECREASED. Average unemployment for the first half of 1975 dipped by 9.5 percent compared with the same period in 1974. Between the first halves of 1973 and 1974 the average number of jobless workers skyrocketed 21.8 percent.

For the first time since 1971, Hawaii's unemployment rate was below the national jobless level.

PAY INCREASED. Those who were employed received bigger paychecks. All industries showed substantial gains in average hourly earnings between calendar years 1973 and 1974.

INSURED UNEMPLOYMENT INCREASED. The number of people collecting unemployment insurance rose. They also collected benefits for a longer period of time.

High levels of insured unemployment triggered "on" indicators for special temporary benefit programs making UI a 65-week instead of the regular 26-week program.

OUTLOOK. No significant improvements are anticipated for the first half of 1976. The sluggish economic recovery, at best, will lead to cautious hiring and a minimal decrease in unemployment.

SUMMARY HIGHLIGHTS

★ The Hawaiian economy will experience slow employment growth at the rate of 2.6 percent annually, for the remainder of the 1970's.

★ Changes in the State's industrial composition will have marked effects on occupational manpower needs. Certain industries are experiencing faster growth rates, such as services and finance, insurance and real estate, while others such as agriculture and manufacturing are declining.

★ Following the national trend, white collar workers and service workers are increasing their share of manpower needs. Professional, technical and kindred workers will become the largest major occupational group by 1980. Blue collar workers will continue to decrease their share of total employed.

★ In goods producing industries, agriculture is expected to decline by 2.6 percent annually. Manufacturing employment will increase slightly. Jobs in durable good manufacturing will increase, but not enough to offset the decline in non-durable goods, especially in food processing. Construction will increase moderately.

★ In service producing industries, finance will continue as one of the fastest growing industries, growing at an annual rate of 3.9 percent. Jobs in trade will increase by 3.5 percent annually, due largely to gains in the retail sector. Government will increase at an average of 2.6 percent annually, although the postal sector will decline by 1.9 percent. Service jobs will continue to grow, especially in the hotel sector on the neighbor islands.

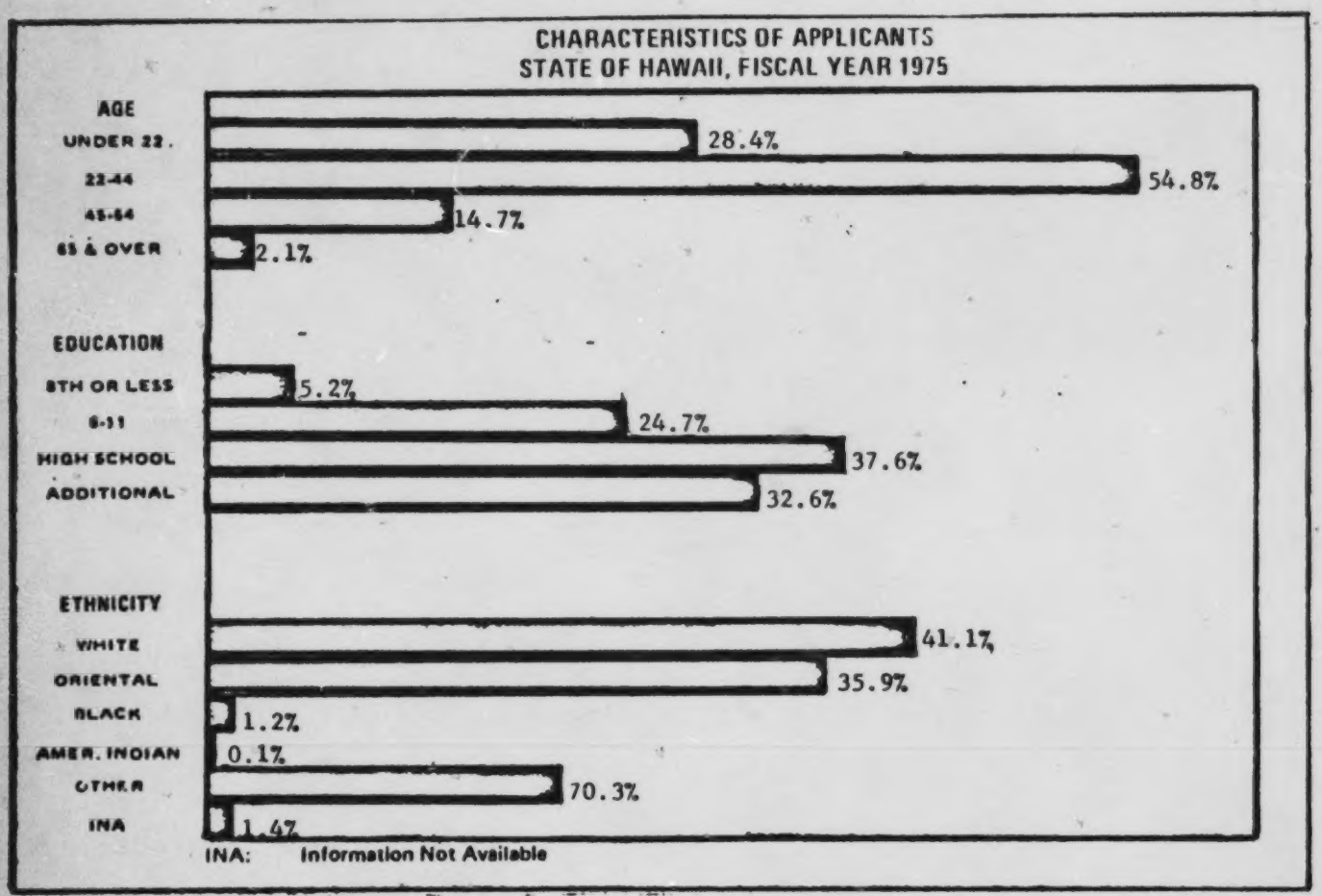
★ Of the total new jobs expected to be created between 1970-1980, white collar will contribute 68 percent, blue collar 17 percent, and services 19 percent. Farming will decline by 4 percent.

★ The largest number of jobs, 12,850 or 19 percent of the total new jobs, will be in the clerical workers group. The highest rate of increase will be in the professional and technical workers group, which will expand by 17,000 an increase of 40 percent.

★ Of the 11,750 blue collar jobs, the craftsmen group will contribute 7,000 or 60 percent.

★ Between 1970 and 1980, total manpower needs due to industrial expansion and replacement needs will amount to 167,800 or 16,780 annually. Of the total job openings, 100,040 or 60 percent will be from death or retirement of workers.

★ Of the total manpower needs, 63 percent will be for white collar workers, 17.5 percent for blue collar workers, 19.5 percent for service workers and farming jobs .15 percent.


CHARACTERISTICS OF APPLICANTS
STATE OF HAWAII, FISCAL YEAR 1975
AGE
UNDER 22
22-44
45-64
65 & OVER
28.4%
54.8%
14.7%
2.1%
EDUCATION
8TH OR LESS
9-11
HIGH SCHOOL
ADDITIONAL
5.2%
24.7%
37.6%
32.6%
ETHNICITY
WHITE
ORIENTAL
BLACK
AMER. INDIAN
OTHER
INA
41.1%
35.9%
1.2%
0.1%
70.3%
1.4%
INA: Information Not Available

READING 5

Career Education in Cultural Perspective

James P. Spradley

In the far North an Eskimo boy watches his father fashion the tip of a fishing spear from the rib bone of a seal. Later, the boy will accompany his father in a small kayak to help in their daily search for food.

On the coast of New Guinea a recently weaned Wogeo child is given a small garden for her own yams and taro. Her older sister already has learned to use the digging stick for gathering yams; she works beside her mother for short periods putting them in a net bag.

In British Columbia a Kwakiutl boy stands with his father in the wheelhouse of a seine boat. The boy watches for small jumping fish, a signal that a school of salmon is nearby. When the full net is pulled to the deck, he will share in the satisfied feelings of the adult crew.

Each of these children is learning the values, attitudes, and skills that constitute the world of work in his or her society. Each one is involved in Career Education.

The teaching and learning processes of education, and Career Education in particular, are generic features of every human culture. In the dim past, when our survival depended primarily on specific biological characteristics, our ancestors required little education. The long process of evolution changed that situation, and for more than 2 million years mankind has adapted by learning a specific cultural tradition. Human survival now requires every man and woman to learn a culture and to get an education.

Anthropologists, who describe and explain the world's many cultures, have been concerned with the entire range of educational systems mankind has fashioned. To the anthropologist, all normal adults are educated persons.

One cross-cultural variation in the patterns of education is their content. Every ethnographic description of an alien culture is necessarily a description of educational content. When anthropologists describe another culture, they are actually recording what children must learn if they are to grow up into an Eskimo, Kwakiutl, or Wogeo adult. All will learn a language, but their respective grammars will be different. All will take informal courses in family life, but the kinds of families and the ways they're organized will vary. All will be educated in the political life of their societies, but authority, power, and leadership will differ. All will acquire skills for productive work, but these will span a vast range of human occupations. Eskimo children, for example, will learn about plants, birds, insects, and other animals, but their "courses" in folk biology and zoology will be different from the ones taken by Kwakiutl youth. Because variations in the content of education often seem so great, we tend to think that people must learn our particular culture to be educated. But education is a human phenomenon inevitably accomplished by every society. While we find constant evidence of differences in educational content, it is difficult to find people who are not educated.

Another major difference among patterns of education lies in the structure of the educational process. In every society nature imposes a cycle of growth from infancy to maturity. Children change into adults. Novices become experts. Teaching and learning is a crucial feature of the developmental cycle. Education is everywhere a bridge between the worlds of childhood and adulthood. But these bridges are constructed differently from one society to another. Two societies may teach young men to hunt, but do so in vastly different ways. Several societies with dissimilar values and beliefs can teach their children the same way.

When we examine the structure of education from a cross-cultural perspective, two important features show great variation: 1) the continuity factor, 2) the choice factor. Each of these has direct relevance for the concepts of Career Education.

Continuity Factor

Continuity marks the educational process in many societies. In small non-Western communities the social sphere of adult and child is often the same; no great dichotomy exists. Children slowly learn the attitudes and competencies necessary for adult roles and abrupt transitions seldom occur. The education of Wogeo youngsters in New Guinea provides a good example of this type of continuity.

Children accompany parents to the gardens, on fishing expeditions, and when they tend pigs. The children participate in planting taro, banana trees, and yams. The young learn to anticipate the seasons of growth and harvest the same way adults do. When pigs die or fishing is unsuccessful, children share in the anxiety, frustration, and worry. They listen to their parents at night when they are discussing the labor of the day or planning different tasks for tomorrow. Long before they have acquired the skills for productive work, they are allowed to assist adults. Ian Hogbin tells of his encounter with a father and son working together:

> . . . when Marigum was making a new canoe he allowed his youngest son, Sabwakai, to take an adze and chip at the dugout. On my inquiring whether the boy did not impede his progress, the father agreed that he would be able to work much faster alone. "But if I send the child away," he added, "how can I expect him to know anything? This time he was in the way, but I'm showing him and when we have to make another canoe he'll really be useful."

For the Wogeo child, as well as for children in other societies where education exhibits a structural continuity, the transition into the adult world does not require learning new and strange occupations. It merely means increased responsibility in a familiar world and increased participation in the joys and frustrations of work that one has known since infancy.

In contrast, our own educational structure is marked by discontinuity between childhood and the world of work. There are two social spheres, one for children and another for adults. Increasingly, as parents work outside the home, children are isolated from any contact with their labor. Even in the home, a child is segregated in his own room, perhaps with other children; he is excluded from adult conversations about work, its frustrations, and satisfactions. The social spheres of child and adult are marked by such rigid spatial segregation that many children never spend as much as one day in the place where their parents work and do not even know about the work places of other adults. Likewise, although adults may visit schools on special days for brief periods of time, they seldom participate in the life of school where children are. Consumption and recreation activities are shared; productive activities are for adults alone. Ruth Benedict summarized this tendency:

> From a comparative point of view, our culture goes to great extremes in emphasizing contrast between the child and the adult. The child is sexless, the adult estimates his virility by his sexual activities; the child must be protected from the ugly facts of life, the adult must meet them without psychic catastrophe; the child must obey, the adult must commandthis obedience. These are all dogmas of our culture, dogmas which, in spite of the facts of nature, other cultures do not share.

We may add to these dogma that the world of work is not a place for children, that work and play are different orders of reality, one for adults, the other for children.

It appears that discontinuity is one factor that contributes to the upheaval of adolescence. The abruptness of the transition requires our youth to struggle for adult status; they are confronted with a new and strange world. Youth don't merely lack information or skills; they have not acquired the intangible qualities necessary for adult occupational life--those values and attitudes that undergird productive activities. Moreover, the standards for evaluation of personal performance are dichotomous: one for children, another for adults. In those societies marked by structural continuity, a young person becoming an adult is judged by familiar standards, and it is recognized that his capacity to live up to those standards will increase with age and maturity. In our own society the transition from childhood to adulthood presents each individual with a new system of evaluation, one often at odds with previous experience. It's no small wonder that adolescent behavior often exhibits ambivalence--now seeking adulthood, then retreating.

The Choice Factor

The second major difference among educational structures is the choice factor. It is no accident that societies marked by educational continuity also offer a limited number of occupational choices. Each boy knows he will grow

up to be like his father and the other men of his society. Girls learn early the social and occupational roles of women. In many small societies, specialized roles are reserved for religious practitioners, the shaman or curer. Some men and women are recognized for particular skills in the traditional crafts, but even these will not specialize to work only at these occupations. In such societies one hardly chooses a career; it is chosen for him. There is no need for learning basic skills that later can be used in a variety of occupations. Adults do not discuss with children their abilities and interests or future job opportunities. Relatively few options are available and such discussions are irrelevant.

In contrast, modern industrial society presents the individual with a myriad of choices. No living adult knows them all; none of us can even learn the full meaning or the skills involved in more than a few of our culture's occupational roles. It's no accident that our society, with its high degree of specialization, has developed an educational system marked by discontinuity between childhood and adulthood. How could it be otherwise with so many different options for careers? How would we instruct all children in all possible jobs? In place of specific training for work, education has been designed to impart fundamental skills thought necessary to most adult roles. In addition, since many specialized roles require long years of preparation, a major function of education has been to prepare children for more education.

Career Education and Cultural Change

These two structural features of human educational systems--the continuity factor and the choice factor--are fundamental to the cultural changes which are the aim of Career Education. All cultures are in a continual state of change. New techniques for hunting, fishing, or planting are invented or discovered. As members of different societies come into contact, they borrow ideas and technology from each other. New religions arise; new ways to deal with old problems are devised; clothing styles change; and social organizations are altered. And culture change always means a change in the content of education. In our own society new courses are introduced, old courses are revised and updated, and new methods for teaching are devised.

While the content of education is constantly changing, the structure of educational systems is more stable over time. Among the Wogeo of New Guinea, as with many non-Western groups, the introduction of schools represents a major structural change in education. In our own society, educational structures have seen only minor alterations during the last hundred years. The People's Republic of China, on the other hand, has brought about revolutionary structural changes in its educational system within the last 15 years.

Career Education is intended to be a cultural innovation of some magnitude. While it will change the content of education, the aim is even more to change the structure of our educational system. In particular, Career Education is

designed to change the way our culture structures continuity and choice. If Career Education could be implemented instantaneously, the discontinuity between the worlds of childhood and adulthood would disappear and thousands of occupational choices would no longer be a mystery to our youth.

When we view Career Education from the cultural perspective, we see it is no small revision of curriculums, but a change that strikes at the fundamental structure of American education. This means we are dealing with deeply held cultural values, many of them outside awareness. Such values are not easily changed. Furthermore, innovations can be rejected outright or interpreted in ways that would lead to their rejection. Because Career Education is fast becoming an evocative cultural symbol with many different associations, understanding its various interpretations is essential for its successful adoption.

READING 6

CAREER EDUCATION

An Introduction

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THE UNIVERSAL GOAL OF AMERICAN EDUCATION SHOULD BE:

. . . "that every young person completing grade twelve be ready to enter higher education or enter useful or rewarding employment."

Sidney P. Marland, Jr.
Former U.S. Commissioner
of Education

"As a result of the process of education, each student should be prepared for his or her next career step."

*What efforts are made to help students learn of different careers or jobs and to plan for the future?

*Are sufficient career programs available so that students can prepare directly for specific jobs?

*Does each student have a personal plan of action by the time he or she graduates--is each prepared for his/her next career step?

"CAREER EDUCATION is a lifelong process through which the individual achieves self and career identity. This is accomplished through a systematic sequence of planned interventions to reinforce the sequence of development along the continuum of awareness, exploration, and preparation."

"WORK is conscious effort aimed at producing benefits for oneself and/or oneself and others."

CAREER DEVELOPMENT begins in the pre-school years and proceeds throughout adult life. It is that process by which one learns about, selects and prepares to become economically efficient, able to be civically responsible, capable of achieving self-realization and capable of maintaining healthy social relationships.

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CAREER EDUCATION includes, but is not limited to:

*Appreciation and attitudes

*Social awareness

*Self awareness

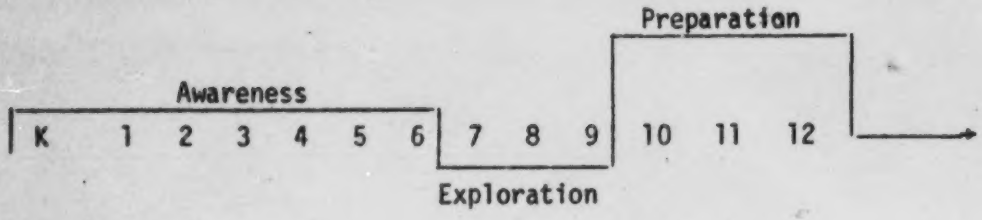
*Decision making

*Civic awareness

*Career awareness

*Employability skills

ELEMENTS OF CAREER EDUCATION



STEPS FOR IMPLEMENTING:

* Evaluate present systems and identify necessary changes
* Inventory resources
* Hawaii Career Development Continuum as the delivery system
* Elicit community cooperation
* Implementation
* Evaluation process
* Adapt and improve

"Delivery systems include those instructional programs designed to provide students learning experiences that will contribute to their career development." These are to include but are not limited to:

*Classroom activities

*Guidance and counseling service

*Community resources

*Preparatory training opportunities

CAREER EDUCATION CONCEPTS

1. People work to satisfy many needs.
2. Many work roles may satisfy a person's needs and interests.
3. Career development is a lifelong process.
4. Everyone makes career decisions.
5. A person's work role is influenced by his or her environment.
6. People are unique and cannot be stereo-typed according to their work role.
7. Workers roles are not isolated. Work roles are interdependent.
8. The status of an occupation does not indicate its worth to society.
9. People must understand the technology that brings about change in our society.
10. Work roles for some may be leisure time activities for others.

STRAIGHT ANSWERS ON CAREER EDUCATION

Kenneth B. Hoyt

What is Career Education?

In a generic sense, career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work--paid or unpaid--during their lives. As a response to a call for educational reform, career education seeks to make preparation for work both a prominent and a permanent goal of American education at all levels. By doing so, it hopes to make work--paid or unpaid--possible, meaningful, and satisfying for each individual.

How Does Career Education Differ from Vocational Education?

1. Career education includes career awareness, exploration, decision making, preparation, entry, and advancement. Vocational education has only one of these components--career preparation--as its main thrust.

2. Career education is for all persons, whereas vocational education, as it now exists, concentrates primarily on people seeking vocational-technical education below the baccalaureate degree level.

3. Career education emphasizes both paid and unpaid work in the lives of individuals, whereas vocational education emphasizes preparation for work in the world of paid employment.

Why was the Launching of Career Education Considered Necessary?

First, for the last several years, people have been demanding that the formal educational system change in ways that will enable students, when they leave the educational system, to be more successful in finding and engaging in satisfying, worthwhile work. Second, the meaningfulness of work in the life-styles of Americans is declining, and this has serious consequences for productivity.

What are the Characteristics of a Good Career Education Program?

First, the program involves all students at all educational levels. Second, it is coordinated to reflect what is known about career development. Third, it is collaborative, both in terms of relationships existing within the educational system and in terms of relationships involving the educational system and all other phases of business and society. Finally, it is learner-centered in goals, basic methodology, and evaluation.

Should Career Education be Taught as a Separate Subject?

No. It should be viewed as an additional way of motivating students to learn and as an alternative classroom methodology for teacher use.

Is Career Education Necessary at the Elementary Level?

Yes. Work values as part of one's personal value system cannot be ignored during the elementary school years. To ignore the teaching of good work habits until secondary school would be disastrous for many students. Realizing the crucial importance of basic academic skills in the world of work should motivate elementary school students to learn such basic skills better.

Is Career Education Just an Approach to a Good Teaching Technique?

No. As an ingredient in the teaching-learning process, a good teaching technique represents only one component of a comprehensive career education program. To emphasize the use of career education only as a teaching technique is to disregard its collaborative nature. When education as preparation for work truly becomes a prominent and a permanent goal of all American education, the term career education can be dropped. I believe that day is years away.

What About the Arts and Humanities in Career Education?

They are crucially important for two reasons. First, they are, for many persons, a part of the world of paid employment and so must be included as career options for students. Second, the dehumanizing nature of many jobs in today's world of paid employment makes it vital that persons be able to use the arts and humanities for some of the work they choose to do in their leisure time.

How Can Teachers Get Career Education Started in Their School?

Getting started involves (a) clear knowledge of the subject matter they are trying to teach, (b) a list of basic career education concepts from which they can select, (c) knowledge of available community resources, and (d) ingenuity and creativity. When teachers are armed with these things, career education offers them a means of using their abilities in ways that help students learn more through utilizing a variety of resources in addition to the usual textbook and curriculum guide.

Of course, it is better if the entire school is involved in the career education effort. But if individual teachers wait for that to happen, they may never begin.

Is Career Education Just Another Educational Fad?

No. The call for career education, which has come from parents, students,

and the general public, will not go away until it has been answered. Since educators were not the ones who issued the call, they cannot make it go away except through actions responding to the call.

Is Career Education Growing?

Yes. Approximately 5,000 of the 17,000 school districts in the United States have begun some career education activities.

That seems to me to represent fantastic growth when one considers that (a) the term career education wasn't coined until a little over three years ago; (b) only about 250 federally funded career education programs have existed in local school districts; and (c) no federal career education law existed prior to 1974 and, even now, no specific career education funds have been available from USOE.

In my opinion, one of career education's current problems is that because it has grown too fast the quantity of our efforts has far exceeded their quality.

What About the Costs of Career Education to the School? Where Will the Money Come From?

Over 90 percent of the costs of education involve either buildings and equipment or staff salaries. Since, in career education, we are asking for neither new buildings nor greatly increased staff personnel, we aren't anticipating the need for large amounts of money. I hope the costs of career education will continue to come mostly from local and state funds, not from federal.

If Such a Program is Launched, Won't Classroom Teachers Need Inservice Education?

Inservice education represents, in my opinion, the largest single cost required for effective career education. My feeling is that all teachers should be exposed to initial inservice training in career education to acquaint them with its basic nature, goals, and methodology. The most important kind of inservice education comes when teachers try to infuse career education in the teaching-learning process. Only teachers who volunteer to undergo this form of inservice education should be involved.

What About Preservice Education?

It will be essential to the long-run success of career education. Michigan, Louisiana, Washington, and Arizona have made good initial efforts to infuse career education into preservice teacher education programs. To me, important as preservice education is to career education, it represents a lower priority than inservice education at the present time.

Ideally, preservice and inservice career education should be going on simultaneously. We must realize, however, that the primary expertise in career

education is now in our local schools, not in teacher-education institutions. Teacher educators have much to learn from leading career education practitioners if they are to infuse career education concepts into preservice teacher education programs. Many teacher educators are beginning to do so now.

How do Students, Teachers, and the Public React to Career Education?

Reactions seem to be positive and enthusiastic. For example, in Attitudes Toward Career Education, published by Policy Studies in Education, New York City, 73 percent of the parents surveyed agreed that students should be told about jobs and job requirements during the study of every subject in every grade. And in the fifth Gallup Poll of Public Attitudes Toward Education, 90 percent of those polled said public schools should give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Many teachers tell me that using a career education approach has made teaching exciting and meaningful for them. I have also heard favorable comments from hundreds of equally enthusiastic students.

What do you Foresee as the Future of Career Education?

Its future depends first, and foremost, on how effectively it is now implemented.

It will continue to grow and flourish for many years if we can: (a) keep its focus on education as preparation for work, (b) continue to emphasize its collaborative nature, (c) maintain an adequate level of funding, (d) recognize that we can all be involved in the action, (e) concentrate on how much help students receive rather than on who received the credit for helping, and (f) devote conscientious efforts toward evaluating the effectiveness of career education for all persons at all levels of education in all kinds of educational settings.

If we fail in any of these tasks, career education could and should disappear in a relatively few years. The key to the future of career education is the teacher, for the classroom is where all of these things either come together or fall apart.

OCCUPATIONAL INFORMATION NEEDS OF CAREER EDUCATION

In this day of rapid change, if one thing is certain, it is uncertainty. Changes in values, technology, occupations, and skill levels are among the more crucial ones. The sixth report of the National Advisory Council on Education (1972) supports this contention in noting the fact that youth might expect to change occupations from five to seven times during their working life. If this is true, preparation for adaptability is critical.

The new direction and emphasis in education provided by the current career education emphasis focuses on the total school experience as a part of the career development process. Much has been said and written about "making education relevant," particularly the recommendations to "include real life experiences in the curriculum," and "prepare young people to 'do' something." All of this suggests that a major goal of the school experience should be a readiness on the student's part to face the complexities of our society with the skills necessary to work, to participate as a responsible citizen, a family member, to know how to use the much-anticipated leisure time, and to make the decisions that are an integral part of it all.

Decision-Making

Hoyt, et al. (1972) support the premise that career development is a lifelong process involving several successive occupational choices. Ginzberg (1972:172) puts it this way, "occupational choice is a lifelong process of decision-making in which the individual seeks to find the optimal fit between his career preparation and goals and the realities of the world of work."

It seems appropriate, then, to consider, if only briefly, the decision-making process itself as it relates to career development. Decision-making can be defined as a process in which a person selects from two or more possible choices. Wherever a choice exists, a decision follows.

A Model

Decision-making as a process has the basic components of goals, data alternatives, values and interest, outcomes, evaluation, and choice. Gelatt (1962) developed a decision-making model incorporating these basic components and suggested the potential for cycling back through the process. Figure 1 illustrates an adaptation of that model.

As a goal-oriented approach, this model requires the individual to:

1. identify a goal;
2. collect data, including information about himself (values, interests, aptitudes), alternatives and potential outcomes (these latter involving occupational and educational information;

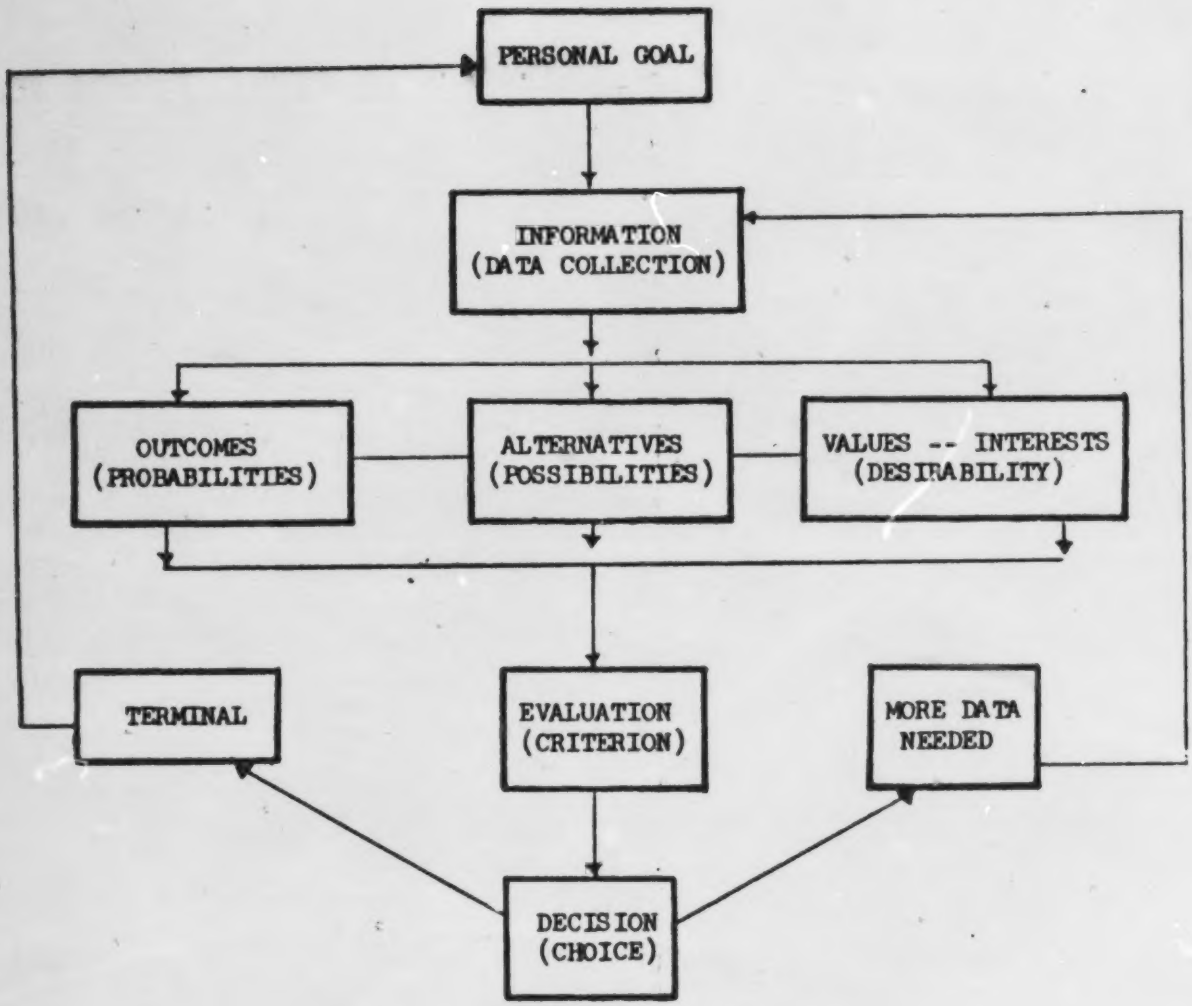


Fig. 1.--Decision-Making Model

3. evaluate the data; and
4. make a choice either to take action toward the goal, gather more information, or select a new goal.

In the case of the latter two choice options, the process recycles through to the choice point again.

Some assumptions which are related to any good decision-making model then would be (1) the collection and utilization of relevant reliable data, (2) an increased capacity for subsequent decisions and (3) the acceptance of responsibility for the decision. There is concern on the part of some for losing the freedom of choice as one defines the decision-making process more precisely. Gelatt, et al. (1971:2) contradict this in station, " . . . the student has more free choice since he is aware of more alternatives and has an increased understanding of the factors involved in choices including his determination of the desirability of the consequences."

The role of information is key in any decision-making process. Ryan and Zeran (1972) suggest that an individual's ability to make wise decisions is highly dependent upon the experience and information that is available to him.

Gelatt, et al. note that ". . . most decision-makers experience a discrepancy between information that is known and information that is needed" (1972:12). Further, they identify the real test of a decision-making process by asking if it works in the real world.

Many times vocational guidance programs, whether within or outside the classroom, have placed the stronger emphasis on information than on decision-making skill. This author wishes to provide a balance by showing the necessity of both and reinforcing the need for decision-making skills along with appropriate occupational information in the overall career development process.

Morrill and Forrest support the need for skill development in decision-making by stating:

> It is evident that a decision involves much more than merely having relevant and accurate educational and occupational information; such an approach focuses on factors external to the individual and ignores the process within the individual (1970:300).

Further:

> . . . the individual needs much more than the facts to make a wise decision; he needs assistance in acquiring an effective way to approach decision-making problems (1970:300).

Gelatt, et al. (1972:12) identifying our "capacities," "environment," and "willingness to do" as limiting factors on our decisions. They go on to suggest three major requirements of skillful decision-making as:

a. examination and recognition of personal values.
b. knowledge and use of adequate, relevant information.

c. knowledge and use of an effective strategy for converting this information into an action (1972).

Career Development

Career development is a process, rather than an event, encompassing the total life span. Career education, though taking numerous forms, is the vehicle for the events critical to an effective career development pattern. Most authors agree with a conceptualization of career education as a comprehensive program integrated throughout the entire educational experience. Though some variance exists among the models of several of the states and the U. S. Office of Education (1971) model, there is more agreement than difference. Among the generally accepted elements of a complete career education program are the stages of awareness, orientation, exploration, preparation, specialization, and continuing education and training available throughout life. Some models combine the orientation and exploratory stages, and/or place a much stronger emphasis on guidance and counseling as an interwoven thread throughout the program. Figure 2 illustrates the U. S. Office of Education Model (1971).

Among the several theories of career development, Ginzberg (1972) suggests a model of occupational choice which quite nearly parallels the career education model. He divides the process into three periods as follows: (1) fantasy (below 11 years); (2) tentative (between 12 and 17 years), with a breakdown into the interests, capacities, and value stages; (3) realistic (17 years and beyond with a breakdown into the transition, exploratory, crystallization and specification stages).

Ginzberg's "fantasy" period fits closely with the "awareness" stage (Grades K-6) of the career education model. The common emphasis here is the opportunity to take advantage of a child's natural curiosity, imagination and enthusiasm, which allow him to cover the broad range of occupational opportunities. He can become in his mind whatever he wishes and thus change his role quite easily. The career education emphasis during this stage focuses on the development of positive attitudes toward work with respect and appreciation for workers in all fields. A further objective is awareness of the many occupational settings and the self in relation to the occupational roles. A final objective is a tentative choice of career clusters for exploration during the middle years.

Ginzberg's "tentative" period is somewhat broader than the orientation/exploration stage (grades 7-10) of career education. In identifying stages of interests, capacities, and values, Ginzberg compliments an objective of the career education emphasis on the student learning about himself. Some difference between the two models can be noted when Ginzberg puts the exploratory activity into his third period (realistic, 17 years and over). The difference is not so much a real disagreement as it is the fact that Ginzberg is describing in a theory what has been true over the years. The current emphasis in career education is designed to correct this practice of delaying the exploratory experience to allow a student to concurrently learn about himself and the occupational opportunities. An ultimate objective of the exploratory stage in career education is the selection of one or more clusters to explore

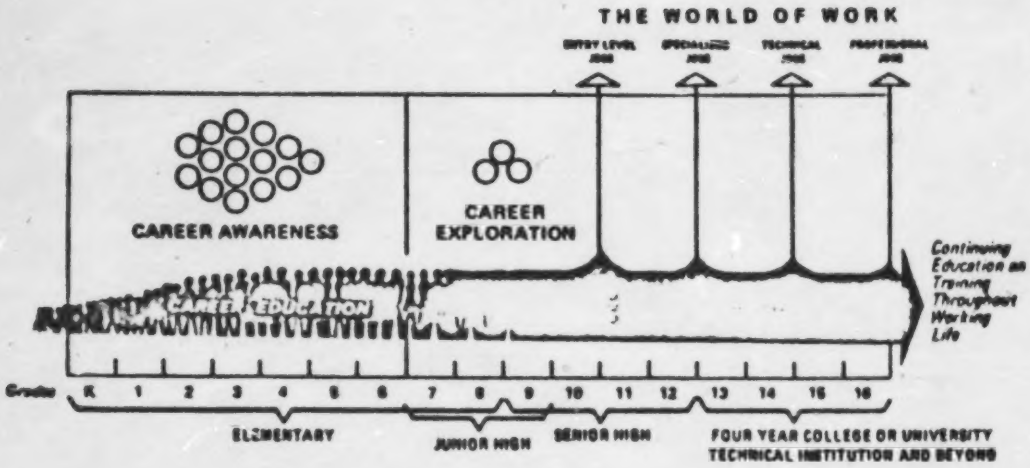

THE WORLD OF WORK
CAREER AWARENESS
CAREER EXPLORATION
Continuing Education as Training Throughout Working Life
Grades
K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
ELEMENTARY
JUNIOR HIGH
SENIOR HIGH
FOUR YEAR COLLEGE OR UNIVERSITY
TECHNICAL INSTITUTION AND BEYOND

Fig. 2.--U.S. Office of Education
Career Education Model

Ginzberg's "fantasy" period fits closely with the "awareness" stage (Grades K-6) of the career education model. The common emphasis here is the opportunity to take advantage of a child's natural curiosity, imagination and enthusiasm, which allow him to cover the broad range of occupational opportunities. He can become in his mind whatever he wishes and thus change his role quite easily. The career education emphasis during this stage focuses on the development of positive attitudes toward work with respect and appreciation for workers in all fields. A further objective is awareness of the many occupational settings and the self in relation to the occupational roles. A final objective is a tentative choice of career clusters for exploration during the middle years.

in depth and experience at least minimally as a part of the process of finding the occupation which suits him best.

Tyler (1969) suggests that the exploratory experience is a process of using occupational information in the search for promising alternatives. She recommends well-prepared descriptions of occupational situations, films, field observations, and opportunities to visit with workers as appropriate types of occupational information for this exploration.

In the third (realistic) and final period, Ginzberg sees the exploratory stage as a kind of final check of alternatives, the crystallization stage as the time to determine his choice, and the specification stage as delimiting that choice. This period basically covers the career education stages of preparation (grades 11-12), specialization (grades 13 and beyond) and the continuing education/retraining. The common objectives here involve the process of narrowing the choice to at least a job family and eventually a specific occupation for which the student can develop the necessary knowledge and skill for job entry. Further specialization may occur by refining that choice either in the training setting or on the job, the latter possibly requiring retraining.

Ginzberg capsulizes the decision-making process of career development in stating,

> . . . every occupational choice is of necessity a compromise, reflects the fact that the individual tries to choose a career in which he can make as much use as possible of his interests and his capacities in a manner that will satisfy as many of his values and goals as possible. But in seeking an appropriate choice, he must weigh his opportunities and the limitations of the environment, and assess the extent to which they will contribute to or detract from his securing a maximum degree of satisfaction in work and life (1972:99).

Occupational Information

Career development is an integral part of career education, encompassing all of one's educational experiences. Career decision-making is an aspect of career development with occupational information as a necessary ingredient. Ginzberg lends support to the role of information in this process in stating, "Sound decision-making implies that an individual has reliable information about his alternatives and some indication of the consequences of opting for one over the other" (1971:186). There are two aspects of information; content and process. The former concerns the facts, while the latter involves the way the facts are presented. These complementary aspects of information cannot be totally separated. To place occupational information in its proper perspective, Ryan and Zeran have very adequately defined it as:

> . . . valid and usable data about positions, jobs, and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information (1972:34).

The need for occupational information to be available at the key time and in a way in which it can be assimilated is a matter of common agreement. To reinforce this apparent need of a more realistic picture of the world of work on the part of students, one need only consider some of the obvious discrepancies between opportunities and choices on the part of young people today. A report in the Career Education Handbook (Olympus Research Corporation, 1972) indicates that only 20 percent of the future jobs will require a four year degree. Nationally, approximately 50 percent of the students prepare for a four year college degree program. It follows then that since less than one-half of those entering four year college programs would be able to find jobs at a level commensurate with their training level, consideration must be given to the motivation of their choice. Further, one must be concerned with their adequacy of accurate information at a time when career planning and specification in their training were occurring. At the community college level, reports range from 50 to 80 percent of the entering students identifying themselves as planning for transfer to a four year college, while in fact only 20 to 30 percent actually transfer. This kind of decision-making, which appears not to be based on accurate occupational facts, only serves to highlight what has come to be common practice.

Counselors have had of the world of work and of themselves. In reality our entire society has placed high value on academic education without regard as to whether or not a person was actually prepared to qualify for a job. While a student should not necessarily avoid a four year college education, he should not be misled into thinking that it prepares him to enter a job or make a higher salary. Also, in some cases, there has been little regard as to whether or not the individual would gain personal satisfaction from opportunities for which he as prepared.

One of the gaps in exposing children to a cross section of society and occupational opportunities has been the elementary textbook. Only recently have we begun to present people from the full range of occupations. Elementary school teachers have for some time done an excellent job of exposing children to the services in our communities, but often have neglected considering the "hands that make them go." In a society that prides itself on being people oriented, we have not injected the human element into education nor an appreciation of a job well done.

We can no longer depend on children being exposed to the world of work through family experiences, as per the early days of our country. Hoyt, et al. (1972) note that many young people do not have the benefit of a working person in their family to emulate. Even in cases where there are worker role models within the family, few children have the privilege to observe a significant adult in a work setting. This places an ever-increasing responsibility on the school to provide these experiences and to insure some realistic exposure to the world of work. The role of the teacher is paramount in providing adequate occupational information along with appropriate experiences which will assist the student in his use of decision-making skills early in his career development. There are those in the educational community who fear emphasizing career decisions at any of the early stages of career development due to their concern that decisions made at this time might be permanent rather than tentative.

Since individuals tend to accept information from those who are important to them, and since it must be geared directly to their needs in order for it to be useful, the teacher serves as a critical factor in this all-important process. The difficulty of the task is compounded by the multiplicity of student experience levels, and levels of abilities and talents, as well as the variety of socioeconomic and cultural backgrounds which students and teachers bring to the classroom.

The task of providing usable and meaningful information directly where it can be useful is difficult. Minor, Meyers and Super (1972) suggest that the problem stems in part from the difficulty of managing the numerous complex categories of information about the world of work along with the pertinent educational opportunities and relevant personal factors.

In summary, decision-making skills can be taught and must be learned if students are to succeed in this age of uncertainty. Within the continuous process of career development, occupational information is required for a student to make career decisions consistent with his needs and interests. Career education is encompoassed in all education; therefore each classroom teacher is faced with the responsibility of providing occupational information at the time and place of need in a usable fashion.

TOWARD A PHILOSOPHY FOR CAREER EDUCATION

Sterling M. McMurrin

In determining the meaning of Career Education the tasks of locating the differentia is especially difficult. For while "career" is apparently a differentiating term, just what it means and how it sets Career Education apart from other education and thereby provides it with specific intention is not obvious. I have come to the tentative conclusion that "career" should not function as a defining term, but should be considered explicative in character; i.e., Career Education is properly synonymous in meaning with education. Or to put it differently, all education, in addition to whatever else it may be, should be Career Education.

We are not bound to mean something by Career Education in principle different from what we mean simply by education. "Career" added to "education" may well be employed to explain or emphasize a characteristic or facet of any or all education whatsoever. But it seems to me that it should not designate a particular kind of education. Anything worthy to be called "education" must be relevant to the cultivation of those capabilities and qualities that make possible or in various ways enhance a career. This allows, of course, for isolated instances of "instruction" that may be valuable, but that do not merit the name "education." It also allows for references to education without association with the term "career" where no reference to the career facet of education is intended.

The meaning of education, moreover, is synonymous in principle with the broad purposes of education combined with the more immediate goals of educational institutions and the objectives of instructional programs. This meaning is not self-evident, nor is it deducible from any set of self-evident propositions or principles, or from any set of propositions setting forth a metaphysical system or position. Nor can it be established empirically simply by study of educational phenomena by those sciences that properly relate to educational thought, e.g., psychology, sociology, or anthropology. Education is a function of the culture; its meaning, which must be determined by philosophical analysis and speculation and scientific study, is fully discerned only where these are concerned with the structure and substance of the culture. Insofar as education is defined primarily in terms of its purposes or ends, as I believe it should be, its definition is both a normative and a descriptive matter; therefore, it is necessarily a matter of both philosophical analysis and scientific description. The point is that the meaning of education must be found ultimately in the character of the culture, especially in its value structure determined both by practices and ideals.

Variations among cultures mean variations among conceptions of education. Basic transformations in a culture necessarily entail transformation in the meaning of education. Education means something different, for instance, in the Soviet Union than it does in the United States. And education doesn't mean exactly the same among the agrarian Mennonites of Ohio and Pennsylvania as it

means among the ghetto dwellers of New York. Yet a common core of meaning exists, and the notion of "career" lies right at its heart.

Although I believe they hold generally for Western nations, my comments on the meaning of Career Education have to do primarily with education in the United States. In any society the elemental function of education is induction into the culture. Except in deviate situations, education in the United States means induction into the American culture, which includes the institutions of American society, the achievement of literacy and critical intelligence, and the cultivation of the individual's physical and intellectual capabilities and artistic and moral sensibilities. That we regard the individual as the proper end of education in no way alters the fact that education is the pursuit of the primary values of our culture, for the very foundation of that culture is the individualism that ideally defines the person as the locus and center of value. In Hitler's Germany or Stalin's Russia the purpose of education was to serve the state even though the individual was the subject education. It would be inappropriate for a totalitarian state to treat the individual as the proper end of education in no way alters the fact that education is the pursuit of the primary values of our culture, for the very foundation of that culture is the individualism that ideally defines the person as the locus and center of value. In Hitler's Germany or Stalin's Russia the purpose of education was to serve the state even though the individual was the subject of education. It would be inappropriate for a totalitarian state to treat the individual as an end in himself, just as it would be inappropriate for a democratic state to do otherwise. But it is one of the presuppositions of democracy that whatever serves best the well-being of the individual brings strength to the society and vitality to its culture.

The Work Ethic Factor

Now, to get to the point of why I prefer to equate the meaning of Career Education with the basic meaning of education. My basic argument refers to what we commonly designate the "Puritan ethic" or the "work ethic." This factor has probably had a larger impact on the style and strength of our social institutions and on the value structure and substance of our culture, in both social and individual practice and ideals, than any other. To encounter this we need only reflect on the degree to which we tend even today to judge others in terms of "what they do," to decide their personal character or quality or otherwise establish their identity by their occupation. I say "even today" because I am quite aware that today, especially within our central cities, the numbers of persons who for various reasons are not a part of the so-called world of work are increasing. And the great increase in leisure time made possible by modern technology has released most of us from the severe bondage to work that characterized the past. But for the most part, alienation from work is generally regarded as an aberration of our society that should be, and we hope can be, corrected. Indeed, the attempt to correct it is perhaps the main thrust of the current emphasis on Career Education. At any rate, that many thousands of our people are not affected by the life patterns associated with work is not generally accepted as either a normal or desirable state of affairs.

The reason for this is clear. The main structure of our values has been determined in considerable part by the role played by productive work. We are inclined, therefore, to pass a moral judgment against any totally different orientation to life. Even those possessing inherited wealth are expected to do various kinds of work in the interest of society. More than that, we do not see any alternative ground on which we could both maintain a viable economic and social structure and provide adequately for the cultivation of personal and social moral values for everyone.

Many hold that we must begin to think in terms of alternatives to the work ethic. But I am not impressed by their arguments. Certainly I agree that there will always be those not directly involved in work. And I fully agree that these persons should not be subjected to censure simply because of the work orientation of our moral values.

Perhaps a word of explanation is appropriate here. Although certain kinds of work obviously and fortunately have intrinsic value and in general work is instrumental to a large variety of additional values, I am not suggesting that work is in any sense an absolute value, as if by its very nature it were essential to a moral life. I would not for a moment argue that work is intrinsically essential to moral character. The issue at hand is not a question of absolute values. It is conceivable that there could be a world entirely free from the various activities that we designate by the highly ambiguous term "work." This would not necessarily mean that moral character would not be possible in that world. Ours is not the only possible world; I'm sure, moreover, that it is not the best of all possible worlds. But it is the one we live in and I think that notwithstanding the incredible possibilities of our technology, our movement toward a welfare state, or the current breakdown of many of our traditional values, it is unthinkable that in any foreseeable future we can sustain our social economy without a large part of the population engaged in some kind of productive work.

However, to say that modern technology is easing the burden of work is a related though somewhat different matter. Certainly, the increase of work-free time is one of the most crucial social facts of our age. Undoubtedly the increasing automation and cybernation of industry, agriculture, transportation, and other sectors are transforming the character and quality of life in a fundamental way related to the work ethic. The advance of labor-saving technology must eventually greatly reduce the number of man hours necessary to maintain services, production, and distribution at a satisfactory level. In the long run, production will no doubt be greatly increased; rather than the large-scale technological unemployment feared by some, the result probably will be measured in terms of greatly increased leisure time for the average worker. At least this is the probable result if we deal intelligently with our problems of manpower demand and supply.

The Importance of Avocation

While this does not mean an abandonment either of work or the work basis of many of our values, it does mean a general lessening of the role played by work in the total life of the individual. There will be far more time and energy available for other pursuits. And this means, in effect, that whereas

before our values had been rooted in large part in our vocations, in the future they must be grounded as well in our avocations. Not that vocation will become unimportant; rather, avocation will become more and more important. Here is a genuine moral revolution, a large transformation in the culture; certainly, here is a large challenge to education--to prepare people to live by avocation as well as by vocation.

It is both vocation and avocation that concern us here, for both are included in education for careers. I have made this brief excursion not simply to argue the importance of avocation, which I believe should be one of our major concerns, but to point up my conviction that work in some form will be with us in the future even though there probably will be less of it per person to maintain an even higher standard of living than we have at present. In fact, work will continue to function as a central and determining element of our culture, although avocation will become increasingly important as a generative base of our values. Here I must insist that the term career should cover both vocation and avocation. It must mean something like "what a person lives by," and life is basically--but not solely--an economic venture. Certainly it would be a gross misfortune if Career Education should become simply a synonym for the old vocational education.

Having said this, I must add that I personally prefer the term vocation to career. The former has a depth and richness in its meaning that the latter does not now have. I don't like the undemocratic connotations that vocational education sometimes has carried--the idea that each person has a calling specified in advance by God or his social class or simply by nature. But I do like the suggestion of commitment and supreme worth that it can carry. The Puritan work ethic is the idea that it is the vocation of man to create the Kingdom of God, or as we have secularized it, his vocation is to produce the good society, or possibly now even to contribute to society whether good or not. There is a feel for value here that does more than simply dignify work; it elevates creative and productive work to a high level of worth. It is unfortunate, therefore, that both our schools and the public have debased the term vocation by treating it within the context of educational discourse as if it meant a second-class education for third- or fourth-class purposes.

A decade ago I urged vocational schools to abandon the term vocational in favor of technical as necessary to upgrade both their quality and public image. But it was most unfortunate that this move became advisable, for no term now serves as a fully satisfactory substitute for vocation. Ralph Tyler has proposed the term functional education. Although he has approached the matter within the context of preparation for an occupation, he is concerned with the bearing of school education on a person's total life.

> It is not [my] intent to suggest that there is any difference between the conditions required for students to learn things which will enable them to carry on successfully their occupational activities and the conditions required for learning things helpful in other areas of life. The conditions essential to one kind of education are essential for all kinds.[1]

I mention this matter of words to make it clear that in arguing that all education is or should be Career Education, I mean to include in Career

Education what we would mean by vocational education the best sense of that term where vocation refers to the philosopher, statesman, physician, scholar, and homemaker as well as the technician, mechanic, and laborer. All of these are involved in work. Without this universality I could not defend the case that Career Education should receive the primary emphasis in our schools and colleges. Moreover, and this is most important, Career Education must mean not simply preparation in the knowledge and skills requisite for success in some line of work. It must also mean the cultivation of those artistic and moral sensibilities and qualities of intellect that mean success in living in the larger sense. It is here that avocation enters the picture.

Here, then, is the substance of my argument: (a) the meaning of education, which resides primarily in the purposes of education, must be determined by reference to the total culture because education is a function of the culture; (b) in its value structure American culture is importantly determined by the fact of creative and productive work; (c) the work ethic is now, and for any foreseeable future will remain, a primary foundation of our values, and (d) the primary definition of Career Education, therefore, must refer to creative and productive work and what they imply for society and the individual in terms of vocation or career in the fullest meaning of those terms. An education should lead to a career, not simply to a job or executive position or profession. In addition, education should lead to a total pattern of life worthy of the individual and his society.

This argument may appeal to those concerned with the practical irrelevance of much, if not most, formal education. Certainly education that leads readily to employment, whether as farmer, musician, plumber, or physician, can be readily classified as Career Education. But the big question that must be faced, and one not so easily answered, concerns liberal education. Surely we cannot encourage Career Education to preempt the field to the neglect of what has traditionally been called liberal education.

More Liberal Education

My answer, obviously, is that liberal education must be fully protected. It may need a little cultivation, and perhaps some transformations, but it must be protected. We need more, not less, liberal education. (I should say parenthetically that I regard the tendency of many curriculum makers since World War II to equate "liberal" with "general" education as something of a crime against education.) My point is that we should no longer separate liberal education from Career Education and set them against one another, either in our thinking or in curriculum structures.

I can see no reason why the breach between liberal and Career Education should not be closed. The Greeks made no distinction, as we do, between the fine and applied arts. I believe Aristotle would be shocked by this dividion. He saw no difference in principle between building a house and composing a poem. We are not under some kind of classical obligation to approach the meaning of education in a way that segments and distorts the continuum of knowledge and experience. This condition is more than anything else a habit

in our thinking, a habit stabilized by our literature and by the organization of our educational system.

In our colleges and universities we are doing many things to overcome the segmentation of knowledge, a condition commonly enhanced by faculty departmentalization. But we must go beyond such techniques as the development of interdepartmental instructional and research programs to a conception of education that restores its organic wholeness. Education lies too close to the generative sources of human personality and the structure of society to permit the present confusions and contradictions to continue.

Two basic meanings of liberal education, an old and a new, have emerged. The old meaning referred to the education appropriate for a liberated or free person--embracing especially the trivium and quadrivium--as opposed to education in mechanics, deemed proper for a servile person. This conception of liberal education doesn't fit our culture because our education is properly geared to the ideal of a free society having no servile class. Our failures to produce a society in which there is full political, economic, and intellectual freedom for all should not be condoned or endorsed by our educational theory. There should be no presumptive exclusion from a liberal education by reason of one's station in life. Under the old definition, therefore, all have access to a liberal education as well as to Career Education. (My setting these terms in opposition to one another is temporary and for the purpose of discussion only.)

The new conception is that liberal education is the education that liberates a person. It cultivates the qualities of mind essential to genuine freedom--freedom from fear, ignorance, superstition, and bigotry and the freedom to be an authentic individual. In our society, liberal education--conceived as education which liberates--belongs to all. We must come to the same conclusion, of course, if we approach the matter in terms of elements of the liberal curriculum. Is there anyone on the spectrum of Career Education in our society for instance, whether a prospective mechanic, physician, business executive, or university professor, not entitled somewhere along the line to instruction in art appreciation, government, languages, history, philosophy, or the fundamentals of science? Not only are all entitled to this liberal education; society is, by its own social principles, obligated to make such education available to all its members wherever and whenever possible without regard to stations in life. In a democracy the basic value of liberal education--the value of knowledge, reasonableness, and artistic, moral, and spiritual sensitivity--is properly the property of all.

My point should be obvious. Just as everyone in our society should be involved in education for a career, everyone also should be involved in liberal education for cultivation of the intellect.

But this is only part of the picture. It is not simply that everyone is involved in two kinds of education, both career and liberal, but rather that the career elements and the liberal elements of a good education often are so closely related, so inextricably involved with one another, or even so similar or identical, that any artificial separation cannot or should not be made. To begin with, a large segment of our population--teachers, artists, scientists, countless homemakers, to name a few--builds careers squarely on liberal education. In addition, the present trend is toward increased intellectual

sophistication in basic types of employment that place liberal subjects such as mathematics squarely in the curriculum of education for jobs in fields such as the mechanic arts.

Even more important is a growing recognition on the part of both employers and professional schools that a basic liberal education contributes importantly to the self-fulfillment of a prospective employee or professional student and therefore is to be either required or recommended. It has long been evident that some of the strongest humanities programs in the country are found in its most specialized technological institutes. Professional schools often prefer students with undergraduate preparation of the type that we commonly call liberal. Some of our strongest graduate schools of business apparently prefer students with baccalaureate degrees in the arts and sciences rather than in specifically business areas. I even have heard a medical school dean insist that he would rather have a student whose work was in English than in one of the life sciences. There is a growing recognition that a liberal education not only tends to produce a happier, more informed, and better citizen but also produces a better doctor, lawyer, mechanic, or executive.

I am not arguing that the specific task of welding in itself calls for as much liberal education as the tasks peculiar to a business executive, though I do insist that a person who welds should be liberally educated for his own good as well as society's. But all in all we seem to be coming to grips, however slowly, with the fact that, even apart from the issue of the general quality of a person's life, liberal education, which may be expected to figure more and more prominently in the work capabilities specifically required of an increasing number of people, has an important bearing on the work of all people.

Here, of course, we encounter a large problem that has always plagued advanced industrial societies--boredom of work. Even reduction in time spent on assembly lines does not entirely solve this difficult and sometimes personally devastating condition. We can hope that eventually much of the drudgery now a part of the lives of most people will be taken over by automated instruments. But most of us are probably condemned to spend some part of our time and energy doing routine, monotonous, and in themselves personally unrewarding tasks. I don't want to press this point to absurdity, but I am confident that the liberal element in education indicates one of the directions we must take to counterbalance this weight on human personality. If this is the case, it would appear that the liberal component of education is properly an ingredient of educational preparation for employment at any level of task whatsoever.

Conclusion

I hope that my point in all of this is obvious. We can no longer make the old distinction between vocational and liberal education, or career and liberal education. In the first place, by any definition, all our people are entitled to and should received both. In the second place, the distinction between them, always tenuous, is becoming increasingly blurred. I am not arguing that instruction in the use of a jackhammer is the same as instruction in employing the dative case in Latin, but both may be regarded as instruction in a useful art.

Some will prefer to retain the shadowy and ambiguous distinction between career and liberal, although I think it is a distinction that the future does not need and will not value. Education worthy of the name is education for a career and education that liberates the mind and soul.

My argument does not support a movement of education toward some policy of conformity that makes education consist of the same elements for all. This would be culturally disastrous. Variety, diversity, and plurality are essential to the quality of personal and social life. Unless they are present in education they will be lost to the culture; incidentally, unless they are present in the character of educational institutions, they may be lost to education. What we need is a more intensive individualization of instruction, something that should become possible through greater knowledge of the learning process, better design of the format of instruction, and wise employment of the new instructional technology.

Further, I should mention that I do not see either Career Education or liberal education, or what for some purposes I would not simply prefer to call "education," as in any way an exclusive province of the schools. Education is a task for the total society, within which the schools serve specialized functions, particularly those relating to the achievement of knowledge and the cultivation of the intellect. To take care of the career facets of education properly will no doubt involve many agencies of society, including business and industry, which must in various ways cooperate with the schools. Moreover, even the work of the schools may be expected to depart radically from traditional instructional formats. As the school becomes more aware of its place within the total educational process and becomes at the same time more sophisticated in the uses of the new instruments of information and communication, education will more and more follow nontraditional forms that promise to make it more relevant to the individual's total experience and more meaningful in relation to his career.

Finally, I will add simply that with a greater concern for the relation of education to careers, education as a continuing, unending process hould come into its own. Job mobility is essential to our kind of society. Basic education must prepare a person not so much to perform specific tasks as to cultivate in him the capacity to learn to perform specific tasks, whether intellectual or physical, when the occasion requires. The continuing development of modern technology fairly guarantees a high momentum in the changes that will take place in the conditions of life for the average person, including the conditions of his employment. His education must be a continuing process that both ensures his employability and excellence in performing his work and brings him the rewards of life that accrue to those whose minds are subject to unending cultivation.

Footnote

[1]"The Concept of Functional Education," in Functional Education for Disadvantaged Youth, ed. Sterling M. McMurrin (New York: Committee for Economic Development and Lexington, Mass: Lexington Books, 1971), p. 13.

READING 7

THE NATIONAL STANDARD CAREER EDUCATION MODEL

KINDERGARTEN THROUGH ADULT

Developed by leaders in Career Education as a standard for career awareness at all grade levels. Identifies specific goals of Career Education. Lists fifteen career clusters as suggested by the United States Office of Education. For use by teachers, counselors and school administrators in elementary, secondary, and college education.

Career Clusters

The world of work clusters, around which Career Education can be developed, as suggested by the United States Office of Education.

BUSINESS AND OFFICE OCCUPATIONS

MARKETING AND DISTRIBUTING OCCUPATIONS

COMMUNICATIONS AND MEDIA OCCUPATIONS

CONSTRUCTION OCCUPATIONS

MANUFACTURING OCCUPATIONS

TRANSPORTATION OCCUPATIONS

AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONS

MARINE SCIENCE OCCUPATIONS

ENVIRONMENTAL CONTROL OCCUPATIONS

PUBLIC SERVICES OCCUPATIONS

HEALTH OCCUPATIONS

HOSPITALITY AND RECREATION OCCUPATIONS

PERSONAL SERVICES OCCUPATIONS

FINE ARTS AND HUMANITIES OCCUPATIONS

CONSUMER AND HOMEMAKING-RELATED OCCUPATIONS

APPRECIATIONS AND ATTITUDES

K Understand the importance of each individual in the function of the home unit.

1 Learn to appreciate all individuals in the school setting.

2 Be aware of the importance of getting along with other people.

3 Realize the contributions of community members to the student and others.

4 Be aware of the wage earner's job and how it affects the home unit.

5 Analyze working roles as to advantages and disadvantages.

6 Understand the relationship between occupations and their growth and development.

7 Appreciate all forms of human endeavor and work.

8 Understand the impact of work in one's life and resulting need to make a meaningful career choice.

9 Relate attitudes and awareness to specific or related job clusters.

10 Understand the importance of all careers and their contribution to society.

11 Make a commitment to the selection of a career based on individual attitudes, values and education.

12 Understand the tasks required within chosen job cluster(s) and develop the skills needed.

13 Analyze career and life-style decisions as related to planned goals.

14 Integrate the career and life-style choice of the individual into society.

SELF AWARENESS

K Understand the rights and responsibilities of the individual at home and school.

1 Know the importance of "self" as an individual and as a worthy member of groups.

2 Be aware of the capabilities and limitations of individuals.

3 Recognize attitudes towards learning tools and their value in achieving individual goals.

4 Relate the mastery of educational skills to individual success.

5 Be aware of the individual's rights and responsibilities as a worker.

6 Select career clusters as related to individual strengths and weaknesses.

7 Choose career clusters as related to interests and abilities.

8 Develop self-perception of abilities and interests as related to actual career requirements.

9 Build reality awareness perception of "where I am compared to where I want to be."

10 Relate personal values and influence of other's values on career choice.

11 Modify and/or accept differences between the individual's personal values and the influence of others on career choices.

12 Develop self-confidence in anticipated career choice.

13 Apply self awareness experiences to assure success in a realistic career, and lifestyle plan.

14 Function within career decisions as a self-sufficient, happy citizen.

DECISION MAKING

K Become aware of cause and effect in making decisions.

1 Be aware of the consequences of personal decision-making.

2 Analyze alternatives to problems and be able to express them verbally and in written form.

3 Identify the components of the decision-making process.

4 Realize the need for goals in life-style decisions.

5 Apply decision-making process to school related problems.

6 Apply the decision-making process to home and social related problems.

7 Weigh long and short range effects of different alternatives to specific problems.

8 Apply decision-making process to study of careers.

9 Analyze and refine previous career decisions based on counseling, work experience and all available information.

10 Select a career cluster for in-depth analysis.

11 Choose a tentative career.

12 Be aware that career decisions are flexible at the expense of time, effort and money.

13 Be aware that career decisions are flexible at the expense of time, effort and money.

14 Apply all resources to chosen career.

EDUCATIONAL AWARENESS

K Be aware of roles in the home and similar roles in the school.

1 Understand the similarities and differences between home roles and school roles.

2 Relate basic skill development to life roles within the community.

3 Understand the similarities and differences between life roles and learned skills.

4 Be aware of individual strengths and weaknesses as related to peer groups.

5 Understand the relationships between the role of the individual, his environment and the roles of selected adults.

6 Understand the relationships between people and their effect on the accomplishment of tasks.

7 Identify and understand values as they related to life-style.

8 Identify present life-style and conditions determining that style.

9 Determine a tentative personal schedule to acquire necessary and desired special skills.

10 Acquire special skills needed for predicted or desired life-style.

11 Assess and implement a personal plan to obtain the necessary or required special skills.

12 Plan the acquisition of the necessary skills remaining for a chosen life-style.

13 Integrate educational experiences with applied experiences in your chosen career.

14 Formulate future career options and perform within the established requirements.

K Know the jobs of home members and school personnel.

1 Relate home and school jobs to community functions.

2 Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.

3 Compare local jobs to jobs in general.

4 Group cluster jobs according to similarity of job performance.

5 Understand the impact of career clusters on life styles.

6 Recognize abilities and skills required for various career clusters.

7 Understand the relationships between attitudes and values and career clusters.

8 Understand the relationships between interests and abilities and career clusters.

9 Based on understanding of interest, values and abilities, study career clusters. Survey courses in career clusters.

10 Explore the career clusters in depth based on interests, values and abilities. Gain planned work experience.

11 Identify necessary abilities required in selected career.

12 Reassess abilities, interests, and attitudes according to selected career and life-style. Determine further requirements needed.

13 Refine or redirect career knowledge of field through counseling and guidance, or survey courses in career clusters.

14 Reassess career goals. Identify and understand lifestyles as related to advancement in career choice.

ECONOMIC AWARENESS

K Identify whtin the home unit; what is available, needed, wanted, luxury.

1 Be aware of the exchange of goods and services.

2 Understand the money exchange system vs. the barter system.

3 Understand our montary system.

4 Understand the process of production and distribution of goods and services.

5 Be aware of the law of supply and demand.

6 Under that specialization creates an interdependent society.

7 Develop the concept of management of finances (earning, spending, borrowing, savings).

8 Understand economic potential as related to career clusters, i.e., relate cost of entering a field to future expected income.

9 Understand the Tools of Business: read and interpret tables, graphs, and charts used as a consumer.

10 Relate legal and financial consideration to career clusters in general.

11 Understand the relationship of legal and financial considerations to a specific career cluster and personal and family matters.

12 Understand the financial and legal instruments that govern and protect the worker. Relate this to various roles assumed in the economy.

13 Understand and apply knowledge of economic responsibilities to career decisions.

14 Be able to project economic implications of career decisions to your chosen future lifestyle.

EMPLOYABILITY SKILLS

K Understand the need to share and cooperate to complete tasks.

1 Acquire the ability to develop rules with others, accept direction and take responsibility.

2 Identify styles of interaction that contribute to individual and group goals.

3 Understand how to resolve personal conflict between individual and group goals.

4 Participate in active groups in order to develop individual and group goals.

5 Understand how to relate the school environment to society at large and the need for structure and order.

6 Identify the individual's role in society and its effect on the increased personal satisfaction and improved group achievement and morale.

7 Understand the social and personal relationship and their effect on employment.

8 Relate personal and social interation skills to career clusters.

9 Understand the skills necessary to acquire, maintain and progress in employment.

10 Develop personal and social interaciton skills related to in-depth study of one career cluster.

11 Develop employability skills necessary for the anticipated job. Plan alternatives for job placement.

12 Explore at least three alternatives for job placement through work experience.

13 Demonstrate through planned work experiences knowledge of employable skills.

14 Integrate all knowledge and experiences into planned career.

SKILL AWARENESS, BEGINNING COMPETENCE

K Identify different tools for different careers.

1 Be aware that school is a job that requires mastery of basic skills for success.

2 Understand the use of various communication tools and their effect on lifestyle and future career choice.

3 Understand the use of additional tools and their effect of life-style and future career choice.

4 Understand and master the use of tools for measurement and extension of energy in simple machines.

5 Participate in and understand the processes of mass production. Mastery of several measurement tools.

6 Understand tools and processes used in research. Simple machines combined to produce complex machinery.

7 Master the use of tools and processes used in research in the physical and social sciences. Understand the use of tools in selected career clusters.

8 Use basic tools found in career clusters.

9 Match necessary skills and processes with selected career clusters.

10 Match individual abilities and interests with skills and processes needed in career clusters.

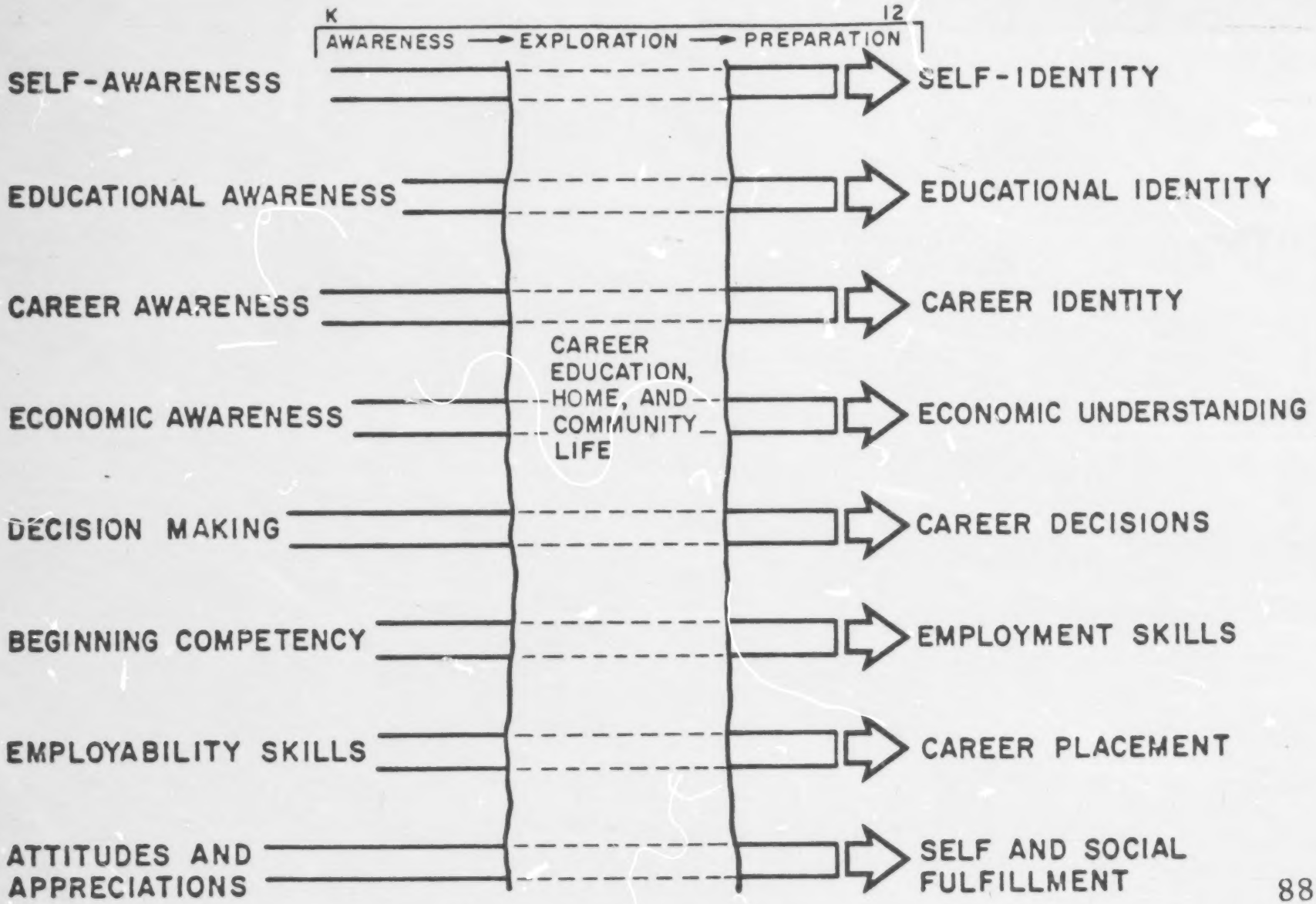
11 Develop skills basic to the chosen career cluster.

12 Master the skills basic to chosen career cluster and develop skills related to a specific job.

13 Function at acceptable levels of competency as established by your chosen career.

14 Master proficiency of the chosen career as established by certification, license and/or required standards.

Elements of Career Education



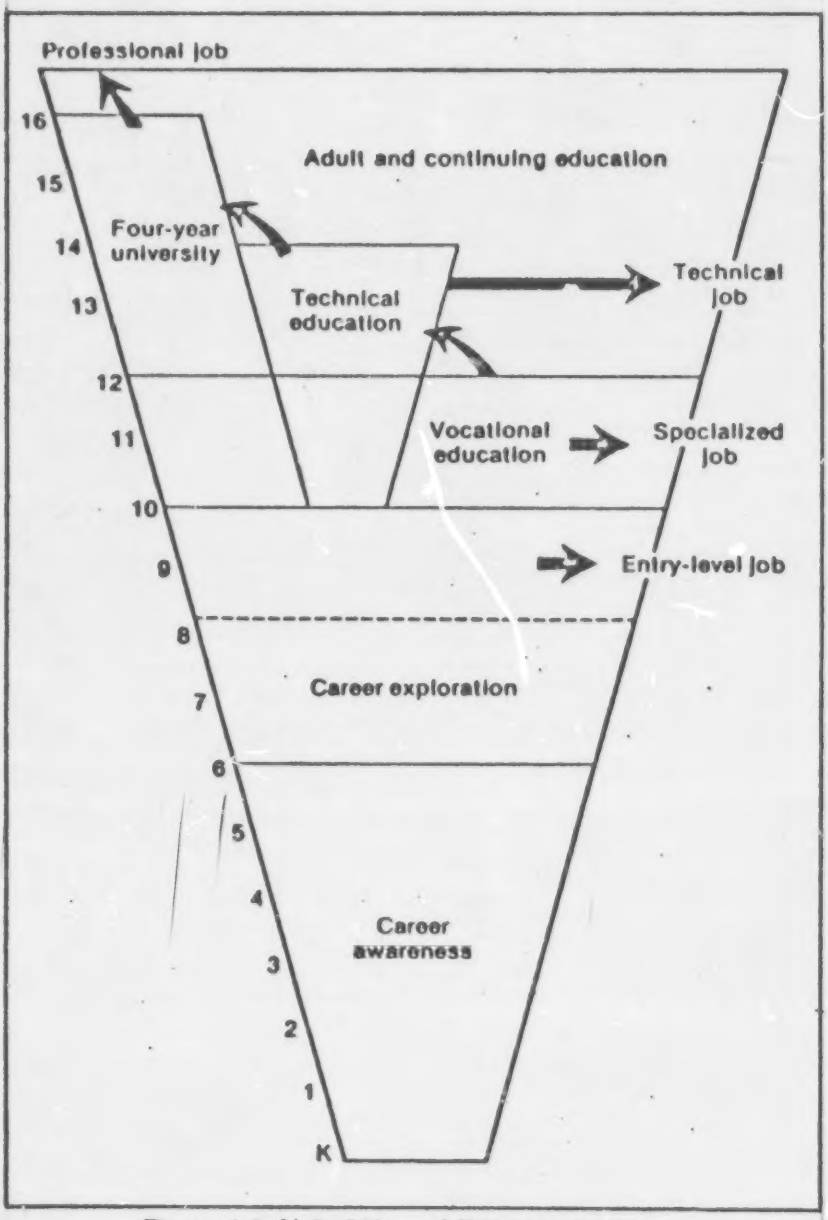


Figure 4.1. U.S. Office of Education's Career Education Model

DEFINITIONS

1. CAREER . . . "ONE'S PROGRESS THROUGH LIFE"

2. MAJOR "CAREER" ROLES

   A. WORK ROLE

   B. FAMILY ROLE

   C. CITIZENSHIP ROLE

   D. AVOCATIONAL ROLE

   E. CULTURAL-AESTHETIC ROLE

   F. RELIGIOUS ROLE

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Comprehensive Career Education Matrix

ELEMENTS OF CAREER EDUCATION

ELEMENT OUTCOMES

READING 8

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AN INTRODUCTION TO CAREER EDUCATION IN SELECTED STATES

Societal and technological changes, evolving patterns of work and worker roles, changing values and life styles, unmet needs of youth and their community, have all stimulated the current emphasis on career education. Indeed, career education has become a national priority for American education.

Since the concept of Career Education was introduced by Dr. Sidney P. Marland in 1971, it has grown and spread rapidly across the nation. The rapid rate of acceptance tends to underscore the significance of the concept.

Twenty-five state legislatures have appropriated funds specifically earmarked for career education. Forty-two states and territories have designated career education coordinators, and many states have funded additional staff specifically for career education. Five states have enacted career education legislation and at least six others are actively pursuing this effort.

The earliest state-level efforts in career education were primarily devoted to planning, including task forces, conferences, and the preparation of position statements. Staff were also designated. In 1972 these efforts escalated sharply with increased federal involvement provided through "seed" money and moral support. States with formal position papers on career education increased almost 400 percent, and the number of states with formal state plans for career education grew at nearly the same rate. The number of career education coordinators nearly quadrupled and the number of states putting their own funds into career education increased at an even faster pace.

In the United States the responsibility for public education rests in the individual states. Without the leadership and assistance that has been provided at the state level, the impact of career education would be minimal. The following pages contain abstracts of specific educational planning for the integration of career education into the educational systems of the various states.

ABSTRACT

ARIZONA STATE CAREER EDUCATION PLANNING

(Application for federal assistance in Career Education planning, authorized by the Special Projects Act).

The Arizona Department of Education proposes to expand its existing K-12 State model for Career Education by:

1. incorporating learning outcomes for community college students,

2. identifying the role of teacher education in the overall Career Education delivery system, and

3. designing a categorical framework to assist in Career Education planning and reflect the degree of implementation.

The Department will created a series of advisory groups which will be instrumental to the planning process. Group membership will represent (a) State-level agencies, (b) the World of Work, (c) preservice teacher education, (d) community colleges, and (e) K-12 local educational agencies and their constituents. The Department will conduct a two-day work session for all members of the advisory groups. Career Education implementation levels will be defined for at least 17 criteria, and the roles of the community college and teacher education will be addressed.

The proposed budget of $49,300 includes the salary of a State-level guidance specialist, to strengthen the planning process in this important area.

The Department will be represented at two FY 77 workshops designed to share Career Education planning strategies among 12 midwestern and western states.

Department personnel will assume the major administrative responsibilities for the planning process and maintain continual communication with advisory group members. The supporting activities in the process will be incorporated with the Department's established timeline of events which pertain to Career Education administration.

TITLE OF PROPOSAL: Florida State Plan for Career Education
PROGRAM DIRECTOR: Ralph D. Turlington, Commissioner
APPLICANT ORGANIZATION: Florida Department of Education
BEGINNING DATE: July 1, 1976 ENDING DATE: June 30, 1977

Goals and Procedures:

Goal 1: To establish an advisory group, broadly representative of the various segments of Florida citizens affected by career education; to assist in the development of a State Plan.

The composition of the Advisory Group would be comprised of representatives from categories identified in the Federal Register. Generally speaking the role of the advisory council would be:

(a) To serve as a forum for the Department on matters related to career education to review objectives and goals of career education in Florida.
(b) To serve as a catalyst in bringing about cooperation among all agencies concerned with career education.

Goal 2: To conduct a statewide survey of student needs for programs which embody career education elements.

A statewide assessment of student needs will be designed utilizing a State Department of Education model. Briefly this model includes 4 components:

1. Establishing desired, preferred, or required behavioral outcomes for students.
2. Determining the actual or current outcomes of students with respect to the identified preferred outcomes.
3. Comparing the information derived from (2) to the identified preferred outcomes in (1) to identify specific needs.
4. Reporting the identified needs in priority order.

Goal 3: To conduct a district-by-district assessment of personnel training needs.

The State Coordinator and staff will assume the major responsibility for assessing the present status of Florida's existing career education efforts. The Advisory Council will review the results of the status study against a desired set of program standards drawn from the experiences of successful projects in Florida and elsewhere. Discrepancies between the existing and desired conditions will then constitute the basis for identifying personnel training needs county-by-county and collectively for the entire State. Once training needs have been identified, materials and strategies for meeting these needs will be developed and made available.

Goal 4: To conduct a state and national search for career education strategies, learning materials, personnel, and programs with demonstrated efficacy.

The State Coordinator, working with the Coordinator of FEIS (Florida Educators' Information System--a system which regularly utilizes ERIC and works closely with other major information systems) will develop and operational plan to support the needs of local districts as identified in the needs assessment described previously. The plan will involve the development of a delivery system by which information about materials, programs, personnel and strategies can be quickly and broadly disseminated.

Goal 5: To identify and cultivate support for career education from key business, labor, and legislative leaders.

One of the goals of this proposed project will be to use the experience and the contacts available through the Advisory Council to suggest strategies which local career education directors can follow to utilize their community resources in support of implementation efforts. As a result, strategies will be developed whereby local career education directors could cultivate this valuable base of support for career education implementation.

Goal 6: To develop an effective medium of communication among career education leadership statewide.

A network of 67 county-level career education directors is already in place and a series of 5 regional State Department of Education offices is in operation. This combination lends itself well to the development of a communications medium among projects and the Department itself. As part of the procedure for assessing training of individual districts, the state planning staff will determine the medium for communication most acceptable to the local projects staff.

Goal 7: To develop a management plan for career education implementation in Florida.

The Florida State Department of Education has developed a management planning system which is used for planning Department activities and resource allocation. This management-by-objective system will be used in the development of steps to accomplish each of the 7 goals outlined in this proposal.

In addition to the State Career Education Coordinator and the Advisory Council, the personnel and agencies to be involved in conducting the proposed planning activities are: 1) The Career Education Center; 2) Department of Education consultants assigned to Regional Offices; 3) Directors of exemplary project sites; 4) Selected consultants from

Florida and elsewhere. These individuals and agencies will be utilized selectively for assistance with designing survey instruments, selecting samples, conducting needs assessments, analyzing data, identifying resources, and developing a communication network.

STATE OF INDIANA
DEPARTMENT OF PUBLIC INSTRUCTION

ABSTRACT: State Plan Proposal for Career Education

NEED:

Historically, grass-roots efforts have been successful in Indiana in launching new career education programs. It is evident now, however, that a more comprehensive approach to state-wide program implementation is needed. State department personnel must refine and develop coordinative and communicative mechanisms designed to provide direct services to all schools. Structures and strategies, however, are dependent upon an information base that takes into account the needs, resources, and interests of the educational and work communities. Only then can priorities be adequately determined and policies established. Therefore, the following specific needs exist:

1. The collection and organization of base data dealing with school, work community, parental, and student needs.

2. The identification of the range of state and national human and material resources.

3. The development of a state educational agency plan to provide and/or coordinate comprehensive career education services to schools.

4. The strengthening of ties with community and business groups and individuals in regard to the planning and implementation of career education programs.

RESULTS AND BENEFITS OF MEETING NEED:

The proposed project will provide for the mobilization of many resources in order to devise a system that will support the extension of Career Education to all the common schools in Indiana. It is anticipated that these efforts will produce a multiplicity of direct and indirect benefits to the state and other individuals. Major benefits include the following:

1. A compedium of state and national resources. An initial thrust of the project will involve the identification of resources available both to state department personnel and local education agencies. Information will be organized, printed, and disseminated to interested individuals and groups.

2. Expansion and coordination of a support system for career education. Efforts to identify and involve various individuals and groups in the production of a state plan is expected to result in their increased commitment to the Career Education concept and a greater willingness to provide services to local education agencies.

3. Increased community participation in Career Education activities. The project is expected to generate increased support for cooperative school-community career education endeavors and should enhance the role of the community in planning and implementing meaningful programs for students.

4. A transportable state planning model. Strategies and procedures for developing a comprehensive state plan will be carefully identified and described. At the end of the project a set of data including both product and process will be available to other interested state educational agencies. It is anticipated that the information will also be helpful in planning for curriculum infusion in other discipline areas.

It will become the task of the Project Coordinator to work with the Department of Public Instruction Steering Committee as well as external groups and individuals in order to accomplish the previously identified objectives. A phased approach will be utilized with some steps overlapping and others non-sequential in nature.

TIME LINE:

Phase I: Orientation and Planning Stage:

Announcement of grant award; general orientation; initial plans made for implementation.

Phase II: Planning and Implementing Stage:

Selection of sample populations; needs assessment data gathered; resource identification, liaisons established.

Phase III: Planning Completion and Final Report State:

Final state plan produced; second year implementation steps planned; provisions for continued long-range plans made; policy recommendations.

ABSTRACT: MAINE STATE PLAN FOR CAREER EDUCATION
PROPOSAL TO U.S. OFFICE OF EDUCATION for federal funds, under Public Law 93-380 Sec. 406.
DIRECTOR: Mrs. Marion Bagley
TIME FRAME: July 1, 1976 - June 30, 1977

NEED: Since 1970 over fifty career education projects have been funded, yet no uniform system of coordination and/or implementation has been formulated. With adoption of a State Plan, Maine would accept its responsibility for educational reform for the entire student population of the state. Statistics show Maine's dropout rate of 9.7% as compared to the national average of 7.8%. Clearly, a commitment must be made by the state to assume a leadership role essential in initiating change.

GOAL: A comprehensive Career Education State Plan structured to meet the needs of the students of Maine, to be submitted for approval to the State Board of Education.

OBJECTIVES:

1. Conduct mini-conferences to provide a forum for exchange of ideas and information as to how the Department could best respond to the needs of the various segments of Maine's population; to promote an understanding of career education concepts and to gain support for the expansion of the career education movement.

2. Create a resource directory of resource people.

3. Sponsor a one day career education conference at two state cites.

APPROACH: The commissioner will appoint a State Career Education Advisory Committee, with representatives of areas as required by USOE Guidelines, who will work cooperatively with the Director and in conjunction with State Department of Education and Cultural Services. They will be authorized to move across state levels to establish communication between state and local business as well as educational agencies and labor/industrial community.

NEEDS ASSESSMENT: One component of the needs assessment instrument would be found in the results of the Maine Assessment of Educational Progress, which has already been contracted with the National Educational Assessment. In year 05 of this program the goal is to "assess the area of career and Occupational Development." A second component would be a survey conducted with assistance of guidance personnel to study high school students who had left secondary schools between July '71 and June '73. Such research would indicate those aspects of their education each found beneficial or wanting.

MINI-CONFERENCES: Project director will conduct three mini conferences in each of the seven Vocational Planning Districts which closely follow the State Planning Districts and which are used as a convenient base division of all educational/business/community activities within the state. Each conference of 35 participants would be structured: first the professional and educational personnel; then the leaders of business, industry, and

labor followed by one for local boards and the community. Such groupings around the state will provide the opportunity for intense discussion among peoples (approximately 735) of similar interests. Hopefully the results will also reflect the rural-urban interests as well.

Planners will research the findings of other states, and study the results of the assessment and the survey. This material combined with the recommendations of the 21 mini-conferences would serve to produce information needed to draft the state model.

ABSTRACT

Proposed Planning Grant To Develop A State Plan for Career Education

Mission

The mission of this project is to develop a comprehensive State Plan for Career Education in Mississippi.

Need

Need is evidenced by the fact that, even after a period of five years of isolated career education projects being conducted in the State, there still does not exist: (1) a widely understood philosophy of the career education concept; (2) a recognition of the need for inservicing career education personnel; (3) legislation that appropriates funds to support career education in all schools; or (4) a management strategy for implementation, coordination, and evaluation of a State program of career education.

With the rapid evolvement of the career education concept upon the educational scene, numerous agencies both within and outside the education profession have undertaken efforts to impact upon the concept. Unfortunately, the efforts of highly influential forces have not always been harmonized and directed in a common thrust. Because of this, important people including legislators, educators, students, parents, the general public, and others have been confused, frustrated, and in many cases, mislead. This has greatly hampered the career education movement in the State of Mississippi.

The primary reason for this situation is the lack of a jointly developed plan for career education wherein a variety of experiences, interests, and backgrounds have been involved. For too long strong career education influences, while representative of important agencies and organizations, have been imprisioned in their own individual isolation. The time has come for all appropriate agencies and organizations, having as one of their major goals the promotion of the career education concept, to join together in an effort to direct the concept in a common direction. It is very important that those who speak for career education be consistant in their definition as well as in their ideas for proper methods and techniques in the implementation of the concept as educational reform in the state. Only by the development of a state plan can this problem be alleviated.

Goals and Procedures

Goal 1: Develop Community Support

Goal 2: Develop Activities for Elementary Children

Goal 3: Provide Activities for Junior High School Students

Goal 4: Provide Activities for High School Students

Goal 5: Provide placement services including services for special groups and adults.

Goal 6: Provide information and/or other activities for the benefit of school administrators, curriculum specialists, counselors, classroom teachers, and other faculty and staff personnel.

Specific Project Objectives

1. Conduct conferences for State Career Education Advisory Council
2. Conduct career education needs assessment
3. Identify curriculum materials, facilities, consultants, exemplary projects-programs-practices, prospective business-labor-industry-professional-government-community resources
4. Develop and implement procedures to set goals, specify programmatic performance objectives, identify program implementation and operating strategies and activities, and make administrative operational adjustments resulting from evaluations
5. Develop management system for operating the career education concept

Costs

Federal Grant Funds:	$50,000
State/Local Contribution:	$10,389

STATE OF NEW JERSEY

DEPARTMENT OF EDUCATION

ABSTRACT: State Plan Proposal for Career Education
(PL 93-380, Section 406)

New Jersey's request for State Plan funding under the provision of PL 93-380, Section 406 is based on a dual need. The State has been given a clear mandate for the improvement of education for every school child. A response to this ruling must include a comprehensive State Plan for the development and implementation of Career Education, Grades K-12. Moreover, New Jersey has historically taken a national leadership role in the development and implementation of career education activities. Federal support for Career Education planning will facilitate the articulation of these past activities into a planned interdisciplinary approach that is compatible with and responsive to the new "T&E" Administrative Code.

Section 1.0 (Evidence of Need) establishes the need for comprehensive New Jersey State Plan for Career Education.

Section 2.0 (Advisory Group) describes the constituencies and agencies to be represented in the development of the plan. Emphasis is placed on a multi-agency advisory group, serving for one year. Specific appointees will be designated immediately upon notice of proposal approval.

Section 3.0 (Needs Assessment) draws heavily from previous New Jersey Department of Education planning efforts, and describes resources for identifying procedures for conducting a systematic assessment of career education needs.

Section 4.0 (Resource Identification) describes procedures for resource identification and identifies many initial sources already available in New Jersey.

Section 5.0 (Development of Plan) focuses on the development of short and long range goals. Indicated also is first year implementation of Career Education planning within New Jersey's four "T&E" pilot counties.

Goal setting, performance objectives specification, strategies, activities, resources and processes for administering, implementing and monitoring the plan are some of the major developmental aspects of the State Plan included in this section. Implementation of the plan commencing 1977-78 is assured.

Section 6.0 PERSONNEL AND MANAGEMENT

Projects involvement of New Jersey Department of Education professional staff in the development of the State Plan. Unique to this effort is the involvement of County Coordinators of Career Education, County Advisory Councils, and County Plans, which reflect local district concerns in each of the 21 counties.

A Gantt Chart presents proposed major tasks and estimated timelines for developing the plan effectively.

Section 7.0 BUDGET

Itemizes anticipated costs, including employment of a full-time (one-year contract) Planning Coordinator and related activities that have not previously been available in New Jersey.

Career Education proposal was obtained through an Ad Hoc Planning Task Force established by Dr. Fred G. Burke, Commissioner of Education and chaired by Harold R. Seltzer, Associate State Director, Ancillary Services, Division of Vocational Education, New Jersey Department of Education.

NEW MEXICO

ABSTRACT of the proposal to develop a State Plan for Career Education.

The proposal was submitted to the Office of Career Education, U. S. Office of Education, under provisions of Public Law 93-380 as announced in the Federal Register, Vol. 40, Number 231.

Guidelines, as announced in the Federal Register, included: (1) evidence of need for a state plan, (2) establishment of a representative advisory group, (3) description of prior needs assessment efforts and plans for future efforts, (4) the identification of procedures for surveying existing and potential resources that could be used to develop and implement career education, (5) provisions established for developing both short-range and long-range plans, (6) the development of a management plan and (7) the development of a budget.

The evidence of need statement included the following information: (1) New Mexico ranks second in the nation, in terms of estimated school-age population as percent of total population, (2) the State has one of the largest proportion of minority children within its schools, (3) the majority of schools within the State are classified as rural, isolated schools, (4) New Mexico ranks 49th among the 50 states in per capita income.

Since New Mexico is a tri-cultural state, with Native-American, Spanish and Anglo children, as the predominant groups in the school population, a special effort was made to secure effective representation of all three ethnic groups on the advisory council.

Needs assessment efforts will be based on prior and current needs assessment efforts in the State. Objective-based tests in the area of Career Education have been administered in previous years as part of a statewide evaluation program.

Procedures for developing a short-range and long-range plan include (1) establishment of goals, (2) specifying performance objectives, (3) determining strategies, activities and resources to be used.

Management activities include dates for implementation and assignment of responsibilities.

The total budget is $41,337.67. Personnel who will be funded through the project include a full-time secretary and half-time graduate student. The positions of State Coordinator and Assistant Coordinator for Career Education are funded by the State.

New York State Education Department

Abstract: Proposal for Development of a New York State Plan for Career Education

Introduction - Evidence of Need and Commitment

A review of activities in the State is included along with action that reflects a growing commitment on the part of the Board of Regents and Department staff as the responsibility for career education was shifted to the Office of General Education and Curricular Services. Evidence is provided that shows the need for a comprehensive State plan to effect better coordination if K-adult programs are to be implemented statewide.

Advisory Council for Career Education

A State Advisory Council for Career Education, appointed by Commissioner Ewald B. Nyquist, met in February 1976. The nucleus of this new Council consists of the Subcommittee for Career Education of the New York State Advisory Council on Vocational Education. This recognizes the integral role of vocational education in career education as well as providing the necessary continuity and link with the major activity supported by vocational funds in recent years. The 14-member Council satisfies the requirements for broad representation of those constituencies to be involved in the implementation of career education in New York State.

Needs Assessment

In general, more than sufficient data are now available to demonstrate the need for career education within the State, but additional data will be sought to further substantiate the needs of all children, including the handicapped and other educationally disadvantaged children. Data will be presented from the major evaluation program currently underway that will show both the accomplishments and continuing needs in those school districts in which there has been some implementation of career education in recent years. In addition, information has been collected during 1975-76 by a survey conducted statewide by the Dissemination Project that identifies the needs of school districts and their interest in initiating career education. This survey reflects both the needs of pupils at all levels and for teacher inservice programs.

Resource Identification

To date, a variety of resources have been identified both within the State and nationwide as a result of several years' activity. These include materials for classroom use, resource persons, effective programs in different school settings, and effective strategies and processes. Full use will be made of existing State Education Department liaison offices to involve business, labor, industry and other public resources. In addition, a priority has been given to

career education in FY-77 for the use of ESEA Title IV-C funds for demonstration and replication grants to local districts. Use will also be made of the shared service concept by which several local districts pool local funds to make use of the Board of Cooperative Educational Services to develop materials, provide inservice programs, and other services.

Development of Plans

The short-range plan for the 1977-78 school year will incorporate some of the above steps such as the use of Title IV-C funding to have a number of demonstration projects as well as others where districts are replicating validated programs. The Advisory Council will be instrumental in the goal-setting process with other input coming from field personnel who have been in leadership positions in career education programs in recent years. The short-range plan must be submitted for both internal Department review and approval by the Board of Regents.

As the short-range plan is being developed, a thorough analysis will be made of the total requirements in terms of a 5-year implementation program for career education in the State.

Personnel and Management

In order to develop a State plan, a full-time staff member to serve as Career Education Coordinator will be appointed who will report directly to the State Coordinator. This Coordinator will have the support of a Management Team of other permanent Department staff members including those who have been heavily involved during 1975-76.

Management Plan

A timetable has been established with specific objectives that will permit the development of the short- and long-range plans with full involvement of the Advisory Council leading to the necessary April-May internal approval and final approval by the Board of Regents.

Proposed Budget

A proposed budget provides for a full-time Coordinator and sufficient support services needed to develop the comprehensive plans that are required.

NORTH CAROLINA CAREER EDUCATION: DEVELOPING A COMPREHENSIVE STATE PLAN

Abstract

The proposal for funding under Section 406 of the Education Amendments of 1974, Public Law 93-380, outlines a procedure to be followed in developing a Comprehensive Short-Range and Long-Range State Plan for Career Education for North Carolina. In addition, background information is included which describes progress already made within the state. The Report of the North Carolina Career Education Task Force outlines the philosophy adopted by the State Board of Education in 1973. The plan will be built upon this base.

Specific components of the plan proposal include:

A. Career Education Advisory Council (CEAC)

These 15-20 representatives from all segments of the educational community will provide input into the development of a one-year and a five-year implementation plan. They will also serve as a sounding board and advisory group for the Career Education Committee in the development of the plan.

B. Career Education Planner (CEP)

This person will be employed to serve as coordinator of plan development. Duties include serving as chairperson of the Career Education Committee, administering an office of Career Education Planning, coordinating input from the CEAC, preparation and distribution of project reports and preparation of the finalized State Plan. A secretary will provide clerical support for this position.

C. Career Education Committee (CEC)

The CEC will be a working group of 6-8 persons from local education agencies across the state. Their duties will include a Career Education Assessment, identification of major goals, student performance objectives, strategies, activities, resources, and guidelines for administration monitoring and updating career education efforts. In addition they will develop guidelines and procedures for evaluating Career Education efforts.

D. Techniques to be Used

1. Career Education Assessment of Student Needs
2. Resource Identification and Classification
3. In-service Sessions for Public School, College and University Personnel

If funding is secured, 1976-77 will be spent in plan development; 1977-82 will be spent in implementation across the state. It is believed that this process will ensure a more comprehensive and sound basis for building educational programs using the career education concept in North Carolina.

ABSTRACT

OHIO PLAN FOR DEVELOPING A STATE PLAN FOR CAREER EDUCATION

1. Objectives and Need:

   A. List of objectives with short and long range goals moving toward a pattern of implementation that will involve 80% of the students in K-10 by 1982 and 100% by 1984.

   B. Defines career education in Ohio as a comprehensive program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school, and community, and reaches from pre-school through adulthood.

   Each component of "The Ohio Career Development Continuum" is then described.

   C. Sites studies, assessments and surveys that have been administered in Ohio schools and nationally indicates the need for career education in the area of education for choice which is addressed to students during Grades K-10.

   The results of these surveys reflect the attitudes and feelings of students, parents, and educators.

   D. The status of Career Education in Ohio is summarized by looking at patterns of growth and evaluation and assessment activities, in summary they are:

      a) Patterns of growth:

OHIO CAREER DEVELOPMENT PROGRAM GROWTH
FY 1970-1976

	1970	1971	1972	1973	1974	1975	1976
K-6	-	10,250	13,122	74,345	89,668	107,899	106,649
7-8	7,027	10,857	13,736	26,611	32,470	33,226	33,010
9-10	____	4,790	10,141	22,529	26,236	33,975	34,387
Total Students	*7,027	*25,897	36,999 10-Sch. Dist.	123,485 20-Sch. Dist.	148,374 24-Sch. Dist.	175,100 30-Sch. Dist.	174,046 32-Sch. Dist.

*Individually Funded Projects.

b) Major evaluation efforts consist of:

The program has been under intensive evaluation for four years. During that time, five major evaluations have been conducted by staff from Policy Studies in Education (PSE):

The 1972 observation/evaluation

The 1973 development and administration of of curriculum-based tests

The 1973-74 evaluation/observation

The 1974-75 development and administration of field-based tests

The 1975-76 further development of the field-based test and observation/evaluation in three centers.

2. Results Expected:

A. The opportunity to review the policies and procedures now being implemented and make adjustments as on long-range planning is taking place.

3. Approach:

A. A description of the existing administrative system for implementation and dissemination of career education. Also a description of curriculum change and the involvement of developmental areas of, self, individual and environment, economics, education and training, employability and work adjustment, decision making and the World of Work which will provide change in instructional emphasis of the classrooms.

B. Included also in this section is a description of community involvement, career guidance, time-line of activities, and evaluation and assessment procedures.

C. A major emphasis deals with three Advisory Groups:

a) Advisory Group for Career Education which includes personnel from all the populations described in the regulations.

b) State Department of Education Task Force for Career Education.

c) Career Development Program Directors' Task Force.

4. Geographic Location:

   A. A map showing the location of the current K-10 programs and a description of how they are organized into four councils. Each council appoints two directors to the Directors' Task Force. State wide meeting takes place as a large group and/or small groups by councils.

      Developmental task and areas of need are identified by the task force and sub-committees of directors are formed to study the problem and make recommendations.

5. Other Aspects of the Career Education Program:

   A. Personnel
      Accomplishments to date
      Curriculum development and material dissemination
      Career education in higher/teacher education
      Commercial outlets
      Evaluation and assessment.

   For further information about Ohio's Plan contact:

   Jack D. Ford, Assistant Director or Carol Ritz, Supervisor

   Career Development Service
   Division of Vocational Education
   State Departments Building
   Room 903
   65 S. Front Street
   Columbus, Ohio 43215

Need for a Comprehensive State Plan

After four years of trial and error, 150 presentations to 10,000 persons, three one-week workshops for teachers, the funding of some 30 projects, and numerous 1, 2, and 3 day inservice workshops, all in the area of Career Education, our conclusions indicate a strong need for an organized state plan for career education.

1. Regardless of teacher interest, success in implementation is very dependent on administrative support. Both the building principals and the superintendent need to indicate this support in very visible ways.

2. Career education programs can be more easily implemented if parent groups and community leaders (Business and Labor) are involved prior to and during implementation.

3. Each group of teachers needs to develop most of its own learning activities and materials. Using previously developed materials does not seem to create as much personal commitment during the implementation phase.

4. Directors of career education programs or building administrators should make and implement some formal plans to keep non-project teachers apprised of the programs as they develop.

5. Frequent planned follow-ups by the original trainers should be included in the training contracts. As with any innovative project, problems do develop and the project teachers often feel abandoned.

6. Effectiveness of the training workshops is aided by the instructional use of at least one active teacher who is currently using the Career Education approach. Teachers seem more receptive to accepting change when the presentation is made by one of their peers.

7. Teachers at the elementary grade level appear to adopt more easily the new concepts and to engage in implementation than do teachers at the secondary grade level.

Needs Assessment - 1975 Fall Data Collection Results

An attempt was made to ascertain the career education needs in Vermont. As part of the Annual Fall Data Collection, each teacher in every Vermont school was asked two questions about career education. The first question asked for an indication of awareness and practice of career education and the second was an indication of the type of career education assistance each desired.

Four thousand six hundred forty-one teachers completed the first question. Two hundred sixty-three, or six percent, replied they were aware of career education concepts, but chose not to utilize them in their teaching. Two thousand three hundred fifty-four, of fifty percent, replied they were aware of career education concepts and utilized them on occasion. One thousand eighty teachers, or twenty-three percent, used the concepts frequently. Totalled, seventy-three percent of the Vermont teachers are using career education concepts at least occasionally. Seventy percent of the school administrators indicated they were familiar with career education concepts.

In the second question, fifty-eight percent of the teachers requested some type of assistance. The largest percentage, twenty-six percent, requested general information. Ten percent requested a training workshop. The smallest percentage, three percent, requested bibliographic and research materials.

A smaller percentage, forty, of administrators requested assistance. Seventeen percent requested general information and a larger percentage than for teachers, seven percent, requested bibliographic and research materials. Six percent of the administrators requested training workshops. It is interesting to note that fifty-nine percent of the administrators either did not want any information, or did not complete the form.

The following need statements are evident from evaluation of Career Education programs in Vermont:

1. Schools implementing Career Education need to develop detailed ways for the program to take place; involve appropriate staff; and communicate final plans to the school staff and school community.

2. Curricula in secondary schools need to be analyzed and focused on career opportunities and job characteristics.

3. Secondary schools need to teach job obtaining and retaining skills.

4. Secondary schools need to provide students with the skills to change from one job to another.

5. A public appeal program needs to be established and implemented that will cause the parents, legislators, and community members to have positive attitudes and images toward Career Education.

6. Human resources within communities need to be identified and used for Career Education purposes.

7. Career Education experiences for students need to relate existing curricula to the professions as well as to business and industry.

8. Counseling and guidance services need to provide the assistance to teachers and students to plan realistic careers.

9. School personnel have little knowledge about the purposes and uses of career clusters in teaching and planning.

10. The opportunities relating to affective development of elementary students need to be continued and intensified. Evaluation results, using the instrument About Me, by James Parker, from a sample of 559 elementary students indicate that an average of seventy-two percent had neutral self-awareness attitudes.

11. Opportunities relating to the identification and clarification of work values needs to continue in the Career Education program. Vermont Career Education projects indicated that eighty percent of the fifteen work values assessed by the Work Values Inventory, super et al., were significantly above the national norms.

12. Career Education related to basic skill development needs to be expanded. In an assessment of three years of achievement test scores in reading and math, the St. Johnsbury, Vermont elementary schools exceeded national norms significantly in reading and math in grades 3 and 6 during the Career Education project year.

13. The Vermont Vocational Advisory Council in its Fifth Annual Report includes its past recommendations, actions taken, and further recommendations. Many of these speak to career development and Career Education and have implications for the need of a comprehensive state plan prior to implementing Career Education statewide.

Evidence of State Commitment of Career Education

Career Education in every school in the State of Vermont is a prime objective of the State Board of Education and its support has been most evident The Commissioner of Education in Vermont is an active and supportive member of the Chief State School Officers National Committee on Career Education.

The State of Vermont has one consultant whose position title is Consultant, Career Education and Career Development; another consultant has been reassigned from Wage Earning Home Economics to Career Education for a three-year period ending July 1, 1976. These are both state funded positions.

The Advisory Council for Vocational Exemplary Projects has made Career Education its priority for funding for the past three years.

The State Legislature has approved $50,000 of State funds for Career Education for the past three years.

The two consultants in Career Education have had approval and support to serve on the Council of Chief State School Officers Communication Task Force for the past two years.

Career Education has been and continues to be a goal of the Department of Education with visible and active support of the Commissioner and Deputy Commissioner of Education.

The State Consultants have been actively involved in all career education projects within the state and have coordinated efforts to share and disseminate materials and personnel in order to have continuity of effort.

The Commissioner of Education has supported and endorsed the leadership of the Deputy Commissioner, Mr. Alan Weiss, who has devoted much of his time and energy to the Career Education efforts in Vermont.

One of the ten goals of the Department of Education states: To assist in the development of local programs that will enable each Vermonter to have, at the end of his/her formal education, knowledge of the "world of work" and acquisition of a saleable skill(s).

The Vermont Vocational Advisory Council in its 5th Annual Report in its recommendation speaks to guidance, placement, as well as Career Education and indicates its strong support for the concept as well as its implementation statewide.

Mrs. Joan Hoff--Chairperson, State Board of Education, has been given a grant to sponsor a series of meetings throughout the state, to a variety of audiences on the topic of Career Education. Legislature, School Board, Business, Industry, and Labor are among the prospective audiences.

ABSTRACT OF THE WASHINGTON STATE PLAN FOR CAREER EDUCATION

The Washington State Plan for Career Education is broken up into three components. The first component is titled, "State of Washington Implementation Plan for Career Education." The purpose of this document is to:

1. Give broad legislative goals and federal and state legislation for career education.
2. Administration of the State Plan and its components.
3. Definitions of career education by development, work, student outcomes, delivery systems, and incremental quality improvement objectives.
4. State goals for implementation for career education.
5. Statewide assessment profile description.
6. Annual administrative plan description.

The second component is titled, "State of Washington Local District Annual Assessment Profile for Career Education--Supplement I." This document develops the incremental quality improvement objectives by:

1. Board commitment
2. Student goals and objectives
3. Management system
4. Budget
5. Staff development
6. Parent-student support
7. Community support
8. Instructional services
9. Instructional occupational resources
10. Self assessment
11. Community resources
12. Student outcomes
13. Annual assessment

The third component is the "State of Washington Administrative Plan for Career Education--Supplement II." The purpose of this document is to:

1. Help school districts develop board commitment
2. Help establish goals and objectives
3. Help establish career education management systems
4. Help establish budgetary commitment
5. Help establish staff development
6. Help establish parent-student support
7. Help establish community support
8. Help develop classroom instructional services
9. Help develop classroom instructional materials
10. Help develop occupational information services
11. Help develop self-assessment services
12. Help develop community resources
13. Help develop student measurement systems
14. Help develop career education evaluation programs
15. Assist local school districts in implementation of local assessment profile

The State Plan for Career Education for the State of Washington is designed to help school districts implement career education over a five or six year period as based upon the state goal that says the educational process "prepares each individual for his/her next career step."

ABSTRACT OF THE WISCONSIN STATE PLAN FOR CAREER EDUCATION

(An application for federal assistance submitted by the Wisconsin Department of Public Instruction to the United States Office of Education on February 17, 1976.)

This application goes beyond the required proposal for developing a K-12 state plan for career education. The Joint Task Force for Career Education, including representatives from the Department of Public Instruction (K-12), the Board of Vocational, Technical and Adult Education (13-Adult), the University System, and the Wisconsin Association of Independent Colleges and Universities, believes it is important to involve all levels of education in a K-Adult plan for career education. It also believes it is important that various sectors of the population be involved in school-community partnerships if we are to be successful in providing career education for all students throughout the state.

The proposal represents the efforts of the Joint Task Force with assistance from a broad based State Advisory Committee for Career Education.

An introduction provides: (1) the conceptual base and definition of career education in Wisconsin, (2) approaches to date, and (3) personnel involved in preparation of the proposal.

The body of the proposal includes: (1) evidence of need for a state plan, (2) the advisory group, (3) plans for needs assessments, (4) plans for identifying available resources, (5) plans for developing the State Plan itself, (6) personnel and management of the project, and (7) a detailed budget.

The needs assessments will be concerned with the needs of all individuals from early childhood through retirement years, and with the needs of various statewide organizations, agencies, and support groups for implementing their roles in career education. Plans include identification of appropriate items that could be used by Local Education Agencies in conducting local assessments of current status and needs concerning career education. General guidelines for local needs assessments will also be provided.

In addition to outlining plans for a statewide survey of resources for career education, guidelines for conducting local surveys of community resources will be included.

The State Plan to be developed will include the various sections prescribed by section "160d.13 Requirements of Completed State Plan" on page 55661 of the December 1, 1975, Federal Register. The Joint Task Force has been assigned the responsibility for developing the plan, and the proposal calls for the hiring of a full-time researcher/writer/editor to provide technical assistance. The State Advisory Committee will also meet as needed to provide input from a broad based population.

Short range and long range goals and objectives will be based on the results of needs assessments. Included will be (1) the goals and objectives recommended by the National Advisory Council for Career Education in its November 1975 Interium Report, (2) suggested outcome objective for students, teachers, counselors, and administrators at all educational levels, (3) suggested objectives for various state agencies and statewide organizations concerning their roles in career education, and (4) suggested process and product objectives for regional and local community agencies, organizations, and employers.

Possible strategies, activities, and resources to be used in meeting identified needs and established objectives for various state, regional, and local agencies or organizations will be outlined in the state plan.

Plans for statewide evaluation and dissemination will be included together with guidelines for local evaluation and dissemination.

Finally, the plan will include required funding and plans for implementation and administration of the state plan.

The appendix of the proposal includes: (1) major career education activities to date, (2) major career education programs and materials, (3) letters of support, (4) an example of a local survey of community resources, and (5) the vitas of the Joint Task Force members.

CAREER EDUCATION

Promising Practices in Small Schools

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INCREASING THE OCCUPATIONAL AWARENESS OF PRIMARY AND ELEMENTARY SCHOOL CHILDREN

Pleasant Hill Elementary School
Pleasant Hill, Oregon

This project is aimed at the four life roles of vocation, recreation, and family and citizen. Emphasis is on the questions: "Whom am I?", "Where am I going?" and "How do I get there?" Career education is implemented through a teacher's guide developed by teachers and correlated with the established curriculum. The purposes of the program are to help students: (1) become aware of the many areas of employment around them; (2) understand how the academic subjects are applied in various types of employment; and (3) understand that work attitudes are important, regardless of the type of work involved.

ANTECEDENTS

Needs

A large percentage of young Americans engage in unrealistic career preparation: many prefer the professional or "status" jobs. However, national studies indicate that only 12 percent of those who will be employed in an average community can expect employment in such professions as law, medicine and nursing. Thus, many who are college trained will be unsuccessful in finding desired employment.

District educators believe that it is necessary to develop career awareness and to encourage students to explore several tentative career choices. This exploration is expected to provide a climate in which a student may be helped and encouraged to examine his own personality, interests, and aptitudes against the background of a variety of occupational settings. Hopefully, such exploration will contribute to the development of self-concept and identity, position the student for a more intensive exploration of career opportunities in later grades, and help the student make choices concerning areas of study.

History of Development

The majority of the populace of the Pleasant Hill School District either drives into Eugene for employment or works in nearby forest products industries.

INCREASING THE OCCUPATIONAL AWARENESS OF PRIMARY AND ELEMENTARY SCHOOL CHILDREN

The Pleasant Hill Elementary School, grades 4-6, was selected by the Oregon Board of Education during the 1971-72 school year to research, develop and implement a curriculum guide for teachers that would increase the vocational awareness of elementary school children. This guide was published in August of 1971 and contains an "infused" process of teaching career awareness, i.e., career awareness is integrated with subject matter curriculum guides already developed by the Pleasant Hill School District. Several workshops were held to deveop the guide. The final workshop evaluated the total awareness research project. This evaluation took into account the results of pre-tests and post-tests of student attitudes and achievement, teachers' surveys, community surveys, and guide evaluation. An outside team used the documented results in June to suggest recommendations to be implemented during the 1972-73 school year.

DESCRIPTION OF THE PRACTICE

The Pleasant Hill Career Awareness project is based upon three assumptions: that (1) elementary teachers do not have time to add "one more" subject to those they must currently teach; (2) work attitudes are the same for all occupations; and (3) the disciplines cannot be separated from everyday life. Therefore, Pleasant Hill elementary teachers have infused career awareness into most facets of instruction.

Classroom activities have provided a wide variety of career awareness opportunities. First graders preparing for a Christmas candy sale were organized in an assembly line at a bakery. Second graders studying weather unit in the science curriculum listed jobs related to or affected by the weather. A nurse discussed her occupation with third grade classes. A comparison shopping exercise supplemented a fifth grade math unit.

During a class, the emphasis is on looking at persons rather than the products they represent. In light of this, the attitudes of the staff are seen as a primary resource. Staff members are quite positive toward the program. Parents are a very real resource; they explain the nature of their work, the types of jobs within their organizations, employment outlook, earnings, working conditions, training, and how skills taught in school are applied in various occupations. Other resources used are tapes, films, filmstrips, library books, and pamphlets. Guest speakers and field trips supplement the written material.

The research project for the current school year consists of revising the original 1971-72 Career Awareness Guide for the elementary school and writing the original guide for the primary school. The main objective of summer work since the initial development of the guide has been to correlate the project for grades 1-6, coordinate with grades 7 and 8, and then implement the whole awareness and exploratory program in all three schools, grades 1-8. Dissemination has consisted of quarterly reports to the Oregon Board of Education and the printing of 600 curriculum guides for distribution.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

Based on concerns and problems which have arisen, several suggestions can be offered. For coordination of the program, a continuous inservice program is felt to be necessary for all certified and non-certified staff members. Exploratory methods and materials are necessary for the continued adjustment of the program.

The career awareness program team should be composed of teachers. Teachers will listen to other teachers and a personal commitment to the program will be the result.

Staff attitude is extremely important. If teachers feel "we have been teaching many of these things all along" the program will be greatly enhanced. Use of the awareness guide makes planning easier, and infusing career awareness into existing curriculum avoids the isolation of subject matter.

Staff members must help students become aware of all walks of life. A community advisory committee composed of members from a variety of occupations helps keep staff members informed of occupational needs.

VITAL STATISTICS

The Pleasant Hill Career Awareness project involved 21 certified personnel, 10 classified personnel, 350 students and a large number of adults at a cost of $14.85 per student for the 1971-72 school year.

Finances for program development and implementation need not be great; inservice will require the largest expenditure. The approved 1972-73 budget provides a total of $3,421.84 to run the program.

EVALUATION

Evaluation is built into the project. Several techniques are used, including student tests, surveys of teachers and the community, guide evaluation, and staff progress reports. The most noticeable evidence of project success available at this time is the tremendous interest demonstrated in student conversation. In addition, students have shown a growth in awareness that the academics in the classroom have an application in the world of work; shown a growth in awareness that a job cluster encompasses many areas of work as well as the need for a well-rounded academic background; and demonstrated an increased awareness in their surroundings, especially their family and community life style.

Teachers in the other grades have expressed a strong desire to extend career awareness into the curriculum.

VOCATIONAL EXPLORATION

Meeker High School
Meeker, Colorado

Through this program, high school students gain on-the-job experience and training. Students spend several hours per week, usually for an entire school year, in the businesses and agencies in which they are placed. Supervising employers are urged to expose the students to all aspects of the business and to encourage the development of such general work qualities as punctuality, honesty, reliability, safety and good human relationships. Participating students are not salaried, but do receive regular high school credit.

ANTECEDENTS

Needs

The small rural high school has been limited in the amount and diversity of career education it could offer. Vocational training has involved the dual problems of costly facilities and instructors, and the possibility of low enrollment. Yet rural youth who move to metropolitan areas upon graduation have significant need for such education. Before the current program began, half of Meeker's students were going on to college, and only half of these were completing a four-year program. In spite of this, the curriculum was primarily of a college preparatory nature. At the same time, the value and importance of work seemed to be downgraded.

An opinion survey of graduates indicated that most of Meeker's students were ending up in jobs within five years after graduation. Most of them wished they had had better training for such work while in high school, a more complete picture of what jobs were available, and a better basis for choosing a job or career.

History of Development

Meeker was a member of the Western States Small School Project, a small school improvement effort. This project was active in identifying the shortcomings and the potentials of small rural schools, and in designing viable innovations. Local merchants and the County Superintendent of Schools suggested that local businesses be utilized as training stations. In 1965, the WSSSP staff asked local educators if they would be willing to run a pilot program. A survey of the town revealed that there were over 70 businesses, offices or governmental agencies willing to offer their help. Meeker High's

agriculture teacher coordinated the program. A half dozen students were recruited for the initial program. Enrollment now ranges from 30 to 40 students each year.

DESCRIPTION OF THE PRACTICE

Meeker Students, usually juniors and seniors, enroll in Vocational Exploration during fall registration. The counselor gives enrolled students the General Aptitude Test Batteries, so that students are better able to select appropriate jobs. Each student applies directly to the business or agency of his choice; the principal and career selection agent (school coordinator) must approve each application. Once the student is accepted for a job, he works out a schedule with the principal, based on the most favorable learning times at the work station. Most students spend all year at one work station, but this is flexible, and individual arrangements are made in the best interest of the student.

The career selection agent encourages employers to give the students a broad exposure to the nature of the job or business, its problems and satisfactions. He also visits each employer at least once every two weeks to check on students' progress, to see if any problems are developing, and to confer with the employer on grade assignment.

Plans are being developed for a seminar to be held next year, in which students may share ideas and experiences that result from their jobs. Plans are also being made to provide time for the counselor to visit employers and work stations. This would promote coordination of the counselor's efforts with student job experiences.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

The school was not able to free a teacher from regular fulltime duties to supervise and coordinate the program. It is hoped that 40 to 50 percent of a teacher's time will be devoted to the project next year. This would enable him to visit each student on the job at least once a week, confer weekly with the employers, and coordinate the job experience with the student's other studies and teachers.

In implementation, Meeker staff encourage other schools to begin with a few students and a little promotion, and to allow the program to grow naturally. If certain work stations prove unsuitable because of the quality of supervision, the amount of learning provided, or safety practices, they can be quietly removed from consideration. Initially, it would be wise to place students who have high probabilities of doing well. This would start the program with a good reputation. However, it is important to remember that some students who perform very poorly in the classroom are excellent on the job.

A few problems which may occur are: a personality conflict may develop between a student and employer; some employers may give the students only limited or boring experiences; some absenteeism may become problematic; and students may be overburdened with classroom work. Meeker does not recommend allowing the students to work for pay.

VITAL STATISTICS

One of the positive aspects of this program is that it uses both the human and material resources of the community and therefore the cost is very low. The only cost was the $600 per year paid to the career selection agent because his work on the project was done in addition to his full teaching assignment. The school is considering using supplementary materials in the future which will be pre-packaged units or cassette tapes dealing with work habits, skills, expectancies, etc.

EVALUATION

In two years, the program grew from its initial enrollment of six students to between 30 and 40. This increase occurred despite the facts that no formal announcements were given, and no efforts were made to steer students into the program.

The school has had a large return from its small investments in time and money. No formal evaluation has been conducted, mainly because the success of the program has been self-evident to students, employers, administration, staff, and the Board of Education. By far, the majority of student-job matches have been successful, and the relatively few unsuccessful ones have been valuable experiences also.

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The State of Career Education

By Carolyn Warner
Superintendent of Public Instruction

Why is Arizona the State of career education? To begin with Arizona has been "into" career education longer than any other state and was the first state in the Nation to have specific legislation dealing with career education. That was in 1971 when the Arizona Legislature appropriated $1.9 million in "seed money" to get the concept of career education off the drawing board and into the classroom. Since then career education projects have been funded; work education programs have been expanded; community resources have been tapped; parental involvement has increased; educators have been retrained; career-oriented instructional media have been purchased; and the basics of education—reading, writing, and arithmetic—have been reemphasized as the foundation for all other learning.

Career education has been an invaluable aid to students in helping them see and understand the world outside the classroom and how that world relates to what is being learned in school. The Department of Education, with the support of the State Legislature, has assumed a vigorous leadership role in getting school people and the public at large to understand and accept career education. As career education acceptance becomes more widespread and more universally understood, it will be up to local boards of education, district administrators and classroom teachers to assume greater responsibility for carrying on career education activities.

It gives me great pleasure and satisfaction to know that Arizona is widely recognized as being way out in front in exploring the great potential that career education holds. The greatest satisfaction of all is knowing that our young people are the direct beneficiaries of this effort—and it is they who will be better able to make the right decisions for themselves as they progress through the educational system and through life itself. Career education is, indeed, a modest investment today that will pay handsome dividends tomorrow.

A Few Typical Examples

THE COMMUNITY AS A CLASSROOM

The Casa Grande Union High School Board of Education took its initial action of establishing the local community as a classroom by approving the Superintendent's request to enter into an agreement with the City of Casa Grande, and to further utilize the available community resources already paid for through other funding. In addition to support, many local contractors, utility resource people, and other citizens donated materials as well as their time. The Superintendent entered into an agreement with the City of Casa Grande to provide practical field experience in building trades, electrical, plumbing, landscaping, and interior decorating for high school students. After basic classroom and laboratory training, and pertinent career orientation, selected students were ready to leave the bounds of the traditional classroom and go out into the community to actually renovate city-condemned sub-standard houses and make them livable homes for disadvantaged families. Through this innovative "hands-on" program, students learn to install new electrical systems; cabinet making and carpentry students are taught the practical and necessary woodworking skills; and the horticulture students learn how to landscape these newly renovated homes. In another related area, bookkeeping students gain practical experiences by maintaining the records of materials and expenditures. Auto mechanics and body and fender classes restore and maintain the mobile equipment used by the crews. In the future, home economics students will learn not only home furnishings, but how to apply their skills on a limited budget as they enter these projects.

Reading, Writing 'n 'Rithmetic

Arizona's Superintendent of Public Instruction, Carolyn Warner, has stated repeatedly that elementary school youngsters, if nothing else, must be made proficient in the basic learning skills. "A youngster who can read, write, and compute at a competent level," Mrs. Warner has stated, "will have little trouble in making it through school . . . and little trouble in making it through a successful life in the world of work." Some people have expressed concern that career education activities are using up valuable classroom time which could be better spent teaching students the basics of reading, writing, and arithmetic. It isn't true that career education is taking time away from the 3 R's. Career education relates the basic learning skills to real-world situations. It has actually re-emphasized the importance of the basics by showing students WHY it is important to read, write, and compute in order to make it in today's world. Having "the 3 R's plus" as a motto gives career education a stimulating challenge with which to deal. Career education seeks to make the 3 R's a stronger foundation than it's ever been before. And the "plus" part of the motto says that career education will build upon that foundation so that each and every student is able to reach his or her maximum potential.

A Few Typical Examples

KEY TEACHER ROLE

The career education effort in Pima County includes the use of "key teachers"—elementary school personnel who coordinate the career education activities of their particular school buildings. Key counselors hold similar responsibilities in junior high schools and high schools. The key teacher position is instituted by schools which have been working with their local career education project to the point where they have the skills to manage their own programs. The key teacher spends approximately four hours each week facilitating career education activities which may include:

1. Assisting the classroom teacher to arrange career education field trips, scheduling speakers, and delivering materials.
2. Orienting the new teacher to career education.
3. Serving as a contact person for parent study groups.
4. Arranging student-to-student activities with feeder and receiving schools.
5. Maintaining the career resource center of the school.

Scratching The Surface:

DEVELOPING A POWERFUL RESOURCE SERVICE

A resource center works by having a single individual responsible for coordinating teacher requests for such activities as guest speakers and field trips. By creating ONE centralized service, the common problem of overuse of certain resources is avoided. One person can develop a certain familiarity and rapport with often-contacted resources which will increase their willingness to respond in positive ways to requests for time. The Resource Coordinator will also develop a greater all around knowledge of which are the most successful resources for given situations. One of the career education projects has developed a resource service which handles classroom speakers, Job Observation Days, and Career Vehicle Days. Publications which explain "how to" on file in the Department of Education's Research Coordinating Unit.

THE CAREER CLUB APPROACH

In order to help students make intelligent and informed choices about career interests, Peoria High School has implemented a network of career-oriented clubs. To provide career exploration activities, students with similar career interests enroll, meet, share experiences, and plan interesting career exploration activities. These activities may include: 1) speakers, 2) field trips, 3) work association, 4) and a career exposition. If some students feel they would like a more in-depth look at a career in which they may have an interest, they can also enroll in the work experience program.

DEVELOPING HANDS–ON ACTIVITIES

Hands-On Kits are collections of real tools and materials used in actual work situations. Real experiences with real tools help the student to understand the relationships between educational experiences and the world of work. In addition, students become aware of their aptitudes, likes and dislikes, and achievements. Hands-On Kits may be complex, covering an occupational cluster, or may be limited to a specific skill or concept. For example, a complex medical kit could contain a large selection of tools, garments and supplies, whereas a simple medical kit might contain a piece of cloth and instructions on how to make a sling. Hands-On kits come in different and varying sizes and shapes. Some "home-made" kits are contained in shoeboxes. And there are some very elaborate commercially-produced kits also available. Approximately 300 non-commercial, locally-produced kits are now in use throughout Arizona's career education projects. Many are in the process of being field and pilot tested.

FUTURING

A teacher in Cochise County has developed a learning technique known as "Futuring" where young people examine values, set goals, and make plans. Students go through a nine-week course in which, by group consensus, they design the ideal person of the future, a preferred community of the future, as well as jobs of the future. Other "futuring" activities include writing poetry, mapping out a town of the future, reading science fiction, developing a set of survival symbols, and considering a system for continual change.

Scratching The Surface:

BROTHER–SISTER PROGRAM

A "high school student for a day" program allows eighth grade students to spend a day at a high school, shadowing a designated high school "brother or sister." During this special day the eighth grade student along with the high school "brother or sister" experience the following:

1. Attend regular classes with the designated "brother or sister."
2. Become acquainted with location of counselors' and principal's offices and procedures for making appointments.
3. Visit library, nurse's office, cafeteria and snack bar.
4. Become aware of the clubs existing on campus. A list will be provided.
5. Via an assembly, become acquainted with school policies and regulations.

A workshop is conducted for the high school "brothers and sisters" prior to the beginning of the program, to inform the students of their responsibilities as big "brothers and sisters."

A Few Typical Examples

A BILINGUAL APPROACH TO CAREER EDUCATION

Many bilingual students are now involved with a series of classroom exercises which combine bilingual language development with career education concepts. The Mexican-American Worker Interviews is a project that provides students an opportunity to learn about Mexican-American workers in the community and the jobs they perform. Interviews are conducted by high school students with Mexican-American workers representing a variety of occupations. The completed project consists of a slide-tape presentation and an English-Spanish manuscript of the interviews. A number of other bilingual/career education exercises have been developed, including "Crucigramas" (puzzles in Spanish that represent a variety of careers) and "Adivina" (a Spanish word hunt in which the student finds words that relate to a particular career).

STAMP COLLECTING AND CAREER EDUCATION

Philately (stamp collecting), which is the world's most popular hobby, has been adapted for use in Mohave County classrooms as a tool for bringing many educational subjects more alive. To understand the idea behind career clustering, students select and display stamps representing the fifteen career clusters. As a tie-in to metric education, stamps are measured in centimeters or millimeters, instead of inches. Research skills are sharpened as students learn to identify stamps using sophisticated catalogs. Not too many people have heard of Cochin, Epirus, Fuime, Thrace, and Manchukuo. These stamp-issuing countries, no longer in existence, become familiar to the stamp collector. Social history, political history, and economic history come alive to the philately enthusiast.

CAREER EXPLORATION MOBILE CENTER

A Career Exploration Mobile Center in Yuma County was established as a partial solution to the problem of providing up-to-date career information and realistic experiences to rural junior high school students. The Center is housed in an 8x40 foot trailer which is moved on a scheduled basis to ten rural schools, giving 7th and 8th grade students the opportunity to have "hands-on" experiences in occupational clusters of their choice. No effort is made to develop skills in the various areas. What is considered important is developing an awareness of the various occupations represented and helping the student become aware of his or her own interests and aptitudes. There are no grades, and students do not compete with one another. Results are used by high school counselors as one of many tools in helping the young people plan for their futures.

Scratching The Surface:

PROJECT: WORK

PROJECT: WORK is a program which has been developed at Hohokam Elementary School in Scottsdale. It provides students in the upper elementary grades with an opportunity to do some career exploration; learn self-management skills; and, at the same time, to apply the academic skills they are acquiring in school to a practical work experience. The program shows students that they can really use the skills they learn in school. The format of the program is a company structure. Students form companies; apply for jobs; determine products; produce, advertise, and sell the products; and profit or lose financially from the operation of the company. Students are assisted by a parent advisory board whose functions include providing the companies with guest speakers, resource people, consultants, chaperones for field trips, and audit committees.

MINI–COURSE CONCEPT

In the Roosevelt Elementary School District in south Phoenix a mini-course is a specialized classroom activity in some area of interest having to do with occupations or leisure-time activities. Classes are usually scheduled for an hour a day for fifteen days and are taught by people knowledgeable in specialized areas. When nonprofessional instructors are not available, mini-courses may be taught during special times by faculty members, since most teachers have an area of expertise other than academic subjects which they can share with students. Oftentimes students are turned on by the new experiences which allow them to succeed in nonacademic areas, and mini-courses also introduce to teachers ways to enrich their classroom activities. Titles of mini-courses taught for the last two years are: *Art and the World of Work, Geology for Beginners, Automotive Careers, Catering, Creative Crafts, Creative Drama, Business and Office, Creative Weaving, Ecology and Environment, Employability Skills, Health Services, Photography, Silk Screening, and Story Telling.*

READING 9

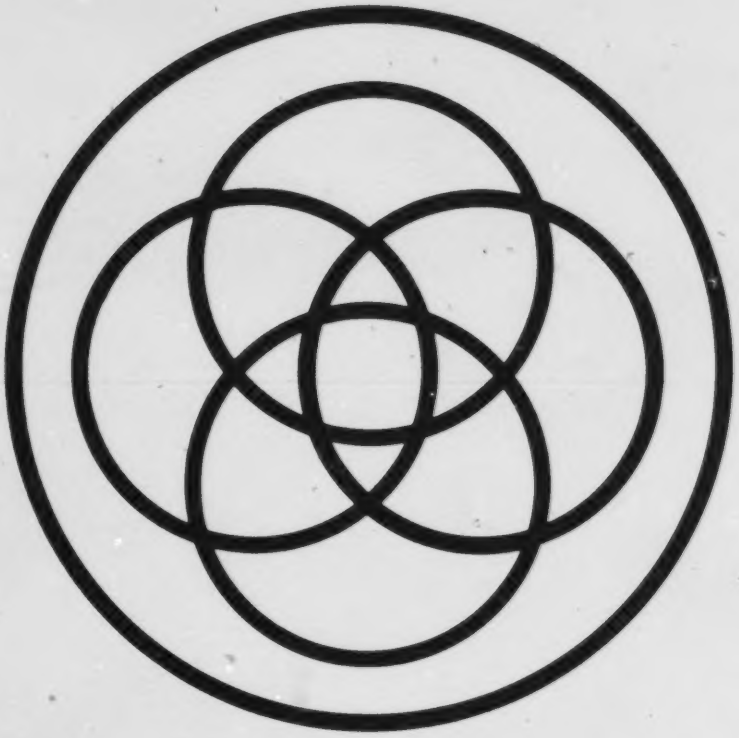
INTRODUCTION TO THE HAWAII MODEL

In Hawaii the Department of Education, Office of Instructional Services, has developed a framework for career education in the state. The conceptual framework is person-oriented. It is hoped that it will serve as an orientation to the Hawaii Career Development Continuum Guides, which have been developed for K-14. The guides integrate a set of systematically sequenced and logically coordinated career development experiences into the existing curridulum.

The conceptual framework is comprised of three parts: (1) a rationale of underlying assumptions and principles; (2) a theoretical conceptualization of a career development continuum; and (3) a conceptualization of goals and objectives of career development. Taken together these three components comprise a conceptual framework for development of implementing curriculum guides. It is hoped that as a frame of reference, one can develop a foundation which can later be used in the exploration of the Hawaii Career Development Continuum Guides.

DRAFT

A CONCEPTUAL FRAMEWORK FOR A CAREER DEVELOPMENT CONTINUUM K-14 FOR HAWAII'S SCHOOLS



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A CONCEPTUAL FRAMEWORK FOR A CAREER DEVELOPMENT CONTINUUM, K-14 FOR HAWAII'S SCHOOLS

Development of this conceptual framework was undertaken as part of the Hawaii Career Development Continuum Project, which is supported in part by funds awarded under provisions of P. L. 90-576, (C), to the State Board of Vocational Education, with sponsorship by the State Department of Education. The actual development is being undertaken by the Education Research and Development Center of the University of Hawaii, under contract to the State Department of Education. Grantees undertaking projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

This conceptual framework for the development and implementation of a career development continuum, Kindergarten to Grade 14, in the State of Hawaii is comprised of three parts: (1) a rationale of underlying assumptions and principles; (2) a theoretical conceptualization of a career development continuum; and (3) a conceptualization of goals and objectives of career development. Taken together these three components comprise a conceptual framework for development of implementing curriculum guides.

The development of this conceptual framework represents the accomplishment of one of the major objectives of the Hawaii Career Development Continuum Project, which is funded under provisions of P. L. 90-576, (C), with funds awarded to the State Board of Vocational Education and sponsorship implemented by the State Department of Education. Actual development of the conceptual framework was undertaken by the Education Research and Development Center of the University of Hawaii, under contract to the State Department of Education.

This conceptual framework is person-oriented. The individual is seen at the focal point. The primary organizing theme for this conceptualization is that every individual has a right to become a fully functioning person, and that the school, the home, and the community have a responsibility for helping each one realize goals of career development. It is intended that the frame of reference which is established in this conceptual framework will serve both as a basis for developing the career development learning experiences, and as an orientation for implementation of planned learning experiences in career development for children and youth of Hawaii.

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CHAPTER I

RATIONALE

A rationale is an important element for any conceptual framework. A rationale establishes the reasons for existence of the framework and sets forth the basic principles or assumptions which form the foundation for the frame of reference. This chapter sets forth a set of assumptions about the nature of career development, the rights of learners for achieving career development, essential elements in interventions for contributing to realization of career development, and general assumptions about the environment. These assumptions combine to establish the rationale underlying the development of curriculum guides. The assumptions form a frame of reference within which career development curriculum guides can be developed.

Assumptions about learners

Each individual must reach a level of self-understanding and must acquire the attitudes, knowledge, and skill development prerequisite to engaging in goal-directed behaviors which are vocationally and avocationally productive and personally satisfying. The individual needs to know about occupations and must have competency in specific tasks, but this is not sufficient. He also must know the ways in which tasks combine in occupations, and must understand the relationships among occupational elements in job clusters (Venn, 1964). The person must know about available opportunities and be able to relate knowledge of self to the occupational demands in choosing from among available courses of action. Each individual must understand his capacities for development at an early age. So aspirations and decisions can be realistic. The movement from a rural, agrarian to an urban, industrialized society has resulted in a highly specialized, technologically based economy with a highly mobile population and a changing work-leisure structure. The work ethic, which placed pride in craftsmanship and individual achievement, has been challenged. It is becoming more difficult to find identity in an occupation. Most people must anticipate a series of job changes during the course of their working years. Many occupations will become obsolete and new ones will be born. ". . . Nearly half the students we see in high school will have unstable or multiple trial careers (Super, 1964, p. 3)." The movement away from an agrarian-based economy is pronounced in the State of Hawaii. The need is great for preparing children and youth of Hawaii for coping with a world of work and leisure undergoing rapid change.

The career development continuum implements the following assumptions about the rights and responsibilities of individuals:

1. Every individual has the right to develop to the maximum his capacity for considered risk-taking

2. Every individual has the right to clarify and refine his knowledge about himself and his aspirations through planned assessment and evaluation

3. Every individual has the right to gain a clear understanding of careers, to have an opportunity to explore career options, and to be prepared for career implementation

4. Every individual has the right for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry-level skills

5. Every individual has the right to assistance in learning the process of job entry and advancement, including mastery of skills of job seeking and career placement

6. Every individual has the right to develop a clear understanding of the relationship of the educational process and career development

7. Every individual has the right to healthy and fulfilling career development.

Assumptions about the nature of career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of a positive self-identity and achievement of vocational and avocational maturity. Self-concept is a key construct in career development. "Individual values have been treated as the major synthesizing force in self-concept and the major dynamic force in decision-making (Katz, 1966, p. 3)." Career development is concerned with all the factors which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational and avocational roles. Career development is concerned with self, civic, social, and economic facets of the whole person.

The career development continuum implements the following assumptions about the nature of career development:

1. Career development is a process of individual growth toward vocational maturity and self-identity, realized through a planned sequence of work experiences and implemented in occupational roles and the self-concept

2. Career development is an ongoing process extending from infancy through maturity, concerned with all factors and conditions which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational roles

3. Career development of the individual is cyclical in nature and is subject to intervention to correct or facilitate development of self and achievement of career identity

4. Career development is implemented through career awareness, career exploration and goal-setting, pre-service preparation, placement, and follow-up

5. Career development is concerned with self, civic, social, and economic development of each person over a lifelong continuum in relation to the total spectrum of the work world.

Assumptions about effective interventions to achieve career development.

Healthy career development does not happen by chance. There must be a systematic approach to articulation and integration of planned experiences from kindergarten through adult education to foster and enhance career development. The interventions to facilitate career development of each individual must be implemented in planned experiences to bring about the cognitive, affective, and psychomotor changes needed to realize self-identity and vocational maturity. There must be a concerted effort involving academic and vocational education, guidance, and work experience.

An effective intervention to achieve career development of the individual must include the efforts and inputs of learners, school personnel, parents, community leaders, labor and industry representatives and businessmen. The experiences to facilitate career development must include planned opportunities for learning and practicing decision-making and value clarification. The intervention must provide an opportunity to articulate facets of particular jobs or careers and to expand this knowledge to other facets of careers. An effective career development intervention must provide an opportunity for growth of an internalized value system to help each individual move to self-fulfillment through appreciation of his own career role.

An effective program to facilitate career development must be part of a total curriculum, involving school, home, and community, and must be totally articulated and integrated laterally across school and community, and vertically from pre-school through adulthood. The content and nature of learning experiences must be focused on careers, with programs structured around career opportunities, occupational information, attitude and value development, development of job entry skills, and higher level technical skills. An effective career development intervention must provide for a guidance component which assists individuals to make sound life-decisions, helps them prepare for work roles implementing their career choices, and prepares them for relating self development experiences to career development. Career development of the individual is achieved by an intervention implementing a developmental concept providing for an integrated instruction-guidance program geared to a sequence of developmental tasks (Havighurst, 1953).

A career development continuum must implement the same major goals or themes at every growth level. Administration, instruction, and guidance

must be linked in a concerted effort to provide the kinds of intervention needed to realize career development. Effort must be made at every level of the educational process, from kindergarten through adult education, to implement a continuum of systematically related experiences designed to help each individual realize his full potential for career development. A variety of resources must be brought to bear on the problem of providing a totally integrated and articulated program of career development experiences for children and youth. Government, education, labor, industry, and community groups must work together to implement a planned program to prepare children and youth for facing the challenges of a rapidly changing society.

The Hawaii Career Development Continuum implements these assumptions about effective career development interventions:

1. Career development intervention focuses on interaction of academic and vocational education and guidance and work experience

2. Career development intervention includes the efforts and inputs of learner, school personnel, parents, community, labor, industry and business

3. Career development intervention provides opportunities for experiences in learning and practicing decision-making

4. Career development comprehensive program to develop self, civic, social, and economic capabilities provides the opportunity for career development activities according to the individual's developmental level and needs

5. Career development program of activities provides each one an opportunity to clarify and refine his knowledge about himself and his aspirations for his future through a planned process of self-assessment and evaluation

6. Career development program of activities provides an opportunity to articulate facets of particular jobs or careers and to expand this knowledge to other facets or careers

7. Career development program provides an opportunity for discussion and growth of an internalized value system which helps each one move toward self-fulfillment

8. Career development intervention provides opportunities for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry level skills

9. Career development program provides assistance to the individual in learning the process necessary for job entry and advancement and in developing the skills of job seeking and career placement.

10. Career development intervention provides individualization of learning experiences and participation in group learning and guidance activities

11. Career development intervention provides a systematic approach implemented jointly by school and community, with personnel from the world of work participating with educational and guidance personnel to design, implement, and evaluate the experiences supporting career development

12. Career development intervention is part of the total curriculum and is totally articulated and integrated, laterally across school and community, and vertically from pre-school through adulthood

13. Career development intervention is implemented in learning experiences and activities focused on careers--elementary and secondary programs structured around career opportunities, occupational information, attitude development; high school programs around career exploration and job entry skills; and community colleges around technical skills

14. Career development guidance interventions assist individuals to make sound life-decisions, help them prepare for work roles implementing their career choices, and prepare them for relating self-developmental experiences to reality

15. Career development intervention is organized around a functional priority of life roles, with career-identity and self-identity providing the central focus

16. Career development intervention is based on a developmental concept which provides for integrated instruction and guidance geared to a sequence of developmental tasks (Havighurst, 1953).

General assumptions about the environment

A number of basic premises underlie the conceptualization of career development which establishes the frame of reference for development of career development curriculum guides. The following assumptions reflect the rapid social and economic change which characterizes the society of post World War II, the existing social and institutional arrangement, and some of the more critical problems and issues that confront society in general:

1. Rapid technological and social change will continue making it necessary to prepare youth and adults to use technology for the benefit of the individual and society

2. Preparation for work is a major objective of education

3. Vocational education and academic education must be fused and integrated

4. Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships

5. Effective education must provide for intensive guidance and counseling

6. Continuous articulation of education must be provided from kindergarten through grade 12 and on into post secondary education and training

7. Vocational-technical education, academic discipline, and guidance and counseling must be fused and integrated.

The synthesis of a philosophy of career development constitutes the second step. The philosophy, made up of a set of basic assumptions about the rights and responsibilities of the individual for realizing career development, the nature and substance of career development, and the essential elements in interventions to assist each individual realize career development, assumes the need for systematic planning and evaluation of the career of each individual. It assumes that healthy career development does not happen by chance. Zaccaria (1969) documents the assumption that skills and knowledge are not spontaneous occurrances. They must be developed in systematic ways. The accomplishment of healthy career development for the individual calls for a long-term, continuing intervention.

There must be continuing assessment of individual potential so career growth and advancement can be facilitated. The assessment must begin early in life. Each person must understand his capacities for development at an early age, so aspirations and decisions can be realistic from the start. The interventions to facilitate healthy career development of each individual must be implemented in planned experiences to bring about changes in the behaviors of individuals to fit them for personally satisfying and socially constructive occupational roles, as well as contribute to their achievement of self-realization, development of civic responsibilities, and capability of maintaining healthy social relationships.

CHAPTER II

CONCEPTUALIZATION OF THE HAWAII CAREER DEVELOPMENT CONTINUUM

This chapter gives a conceptualization of the Hawaii Career Development Continuum, which undergrids design of curriculum. The development of the career development conceptualization is a prerequisite to the design of curriculum guides to articulate career development learning experiences from Kindergarten through Grade 14. The conceptualization was developed to establish a framework for integrating career development learning experiences into existing academic, vocational, and guidance curricula. The conceptualization is based on two assumptions: (1) that education must be relevant to the needs of the learners and conditions of the social and economic settings; and (2) that the delivery of education must be organized and implemented to optimize individual well-being and social welfare. The conceptualization implements two major premises:

> . . . the potential for career development is realized by providing experiences to assist the individual to become a fully functioning person
>
> . . . the potential for individual career development is realized by arranging a sequence of tasks and concepts to facilitate individual progress from one developmental level to another.

The conceptualization encompasses three major components: (1) areas of growth which must be developed for the individual to achieve career development; (2) sequence of experiences which must be implemented by the individual in the course of career development; and (3) components of the environment in which decisions and experiences must be implemented to accomplish a totally integrated system for achieving career development.

The areas of individual growth are expressed as the four major goals of career development. The goals are implemented in experiences of the individual interacting with the environment to achieve self and career identity. The sequence of objectives to be achieved is from awareness, to exploration and skill development. Figure 1 elucidates the conceptualization of the career development continuum.

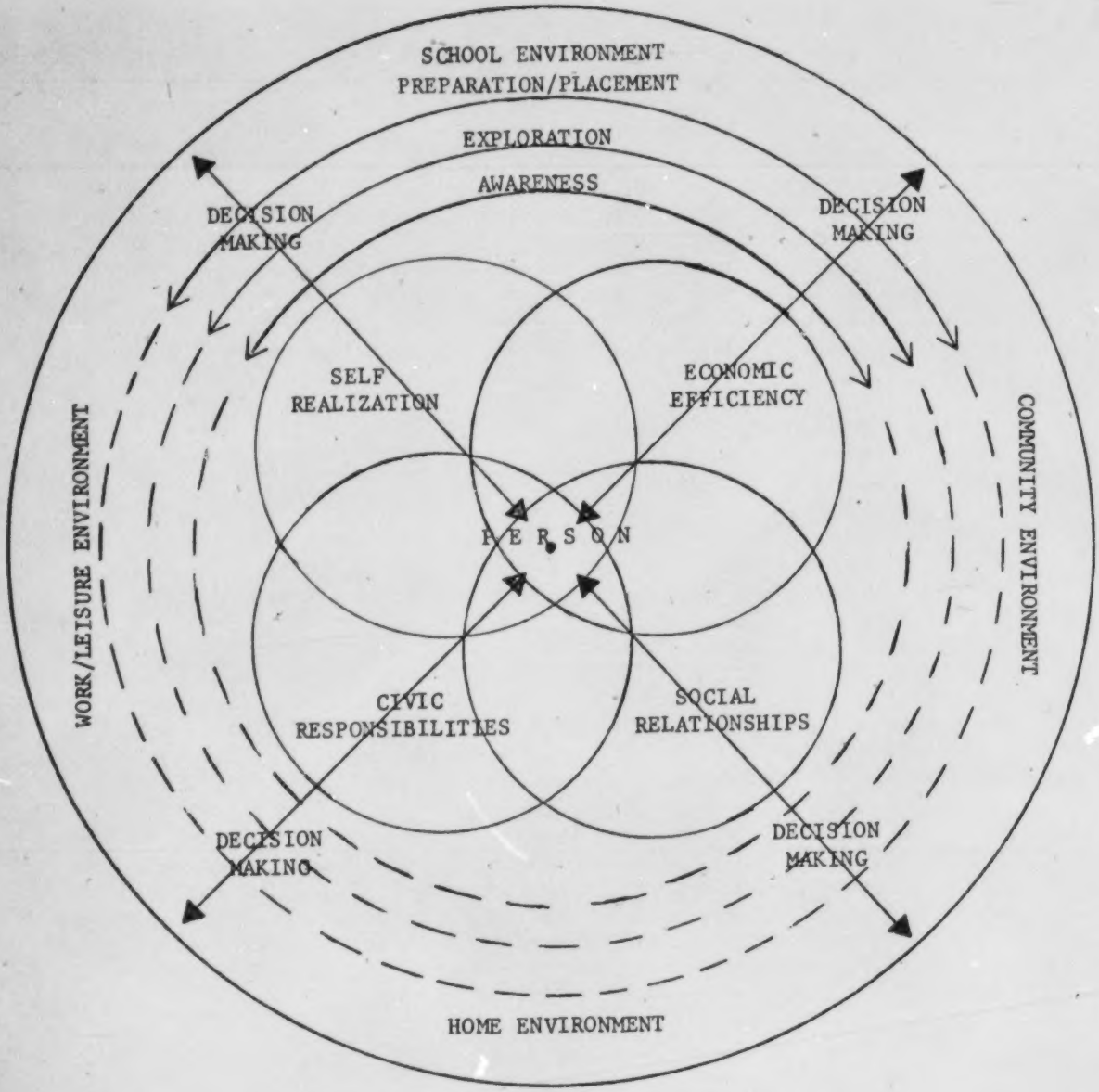


Fig. 1 Conceptual model for Career Development in Hawaii Schools

Inspection of Figure 1 reveals that the individual achieves career and self-identity, becoming a fully functioning person, through a series of decisions and experiences in the school, community, home, and work/leisure settings. This is accomplished as he grows and develops in four areas: self-realization, economic efficiency, social relationships, and civic responsibility. Growth and development are realized as the individual progresses throug a sequence of experiences ranging from awareness to exploration and skill development until he becomes a fully functioning person. The interrelationships among the three basic components of the conceptual model are shown in Figure 1. This figure identifies three basic components essential for achievement of career development:

. . . the four areas of individual growth and development

self-realization
social relationships
civic responsibility
economic efficiency

. . . the four aspects of the environment in which growth occurs

home
school
work/leisure
community

. . . the three dimensions of the sequence of experiences

awareness
exploration
preparation-placement

Areas of individual career development

Career development is seen as the continuing growth of an individual toward complete self and career fulfillment, achieved through a sequence of interactions and decisions in the school, home, community, and work/leisure environments. Career development is the process of growth and development of the individual into the full realization of his potential as a person with self and career identity. The individual becomes a fully functioning person through achievement of four goals:

. . . achieving self-realization through the development of self-understanding; personal values, goal-setting and decision-making capabilities, and an appreciation for individual differences.

. . . being able to establish and maintain healthy social relationships at home, on the job, in the family, in the community

. . . being able to carry out civic responsibilities at work and in the community

. . . becoming economically efficient, as producer and consumer of goods and services.

Sequence of career development

The individual grows and develops into a fully functioning person as he progresses through a sequence of awareness, exploration, and preparation in relation to the four areas of individual growth and development. He must first become aware of the self and the environment. He must explore career opportunities and develop goal setting capabilities. He must prepare for job entry, achieve technological competencies, and learn the skills of job placement. These career development dimensions are related sequentially, with career and self awareness being prerequisite to career exploration, which, in turn, precedes preparation and placement. Awareness of self and career is achieved as the individual acquires an understanding of himself and the lifestyles related to different kinds of careers. Exploration of careers is accomplished through hands-on or simulation experiences as the individual develops the knowledge, interests, and abilities required for different kinds of occupations, develops the capabilities of goal setting, understands risk-taking and value structuring, and acquires the skills of decision-making. Preparation involves the development of entry level job skills and capability of planning for continuing career development. Placement involves learning the job-seeking techniques necessary for placement and up-grading.

The career development continuum is seen as a lifelong process in which each individual achieves his full potential as a fully functioning person. This is accomplished through a systematic sequence of experiences and decisions resulting in the individual becoming a person capable of being economically efficient, able to be civically responsible, capable of achieving self-realization, and capable of establishing and maintaining healthy social relationships.

The continuum is realized through a sequence of career development experiences aimed at achieving the four goals extending from K through Grade 14, involving awareness, exploration, preparation, and placement. This continuum is shown in Figure 2.

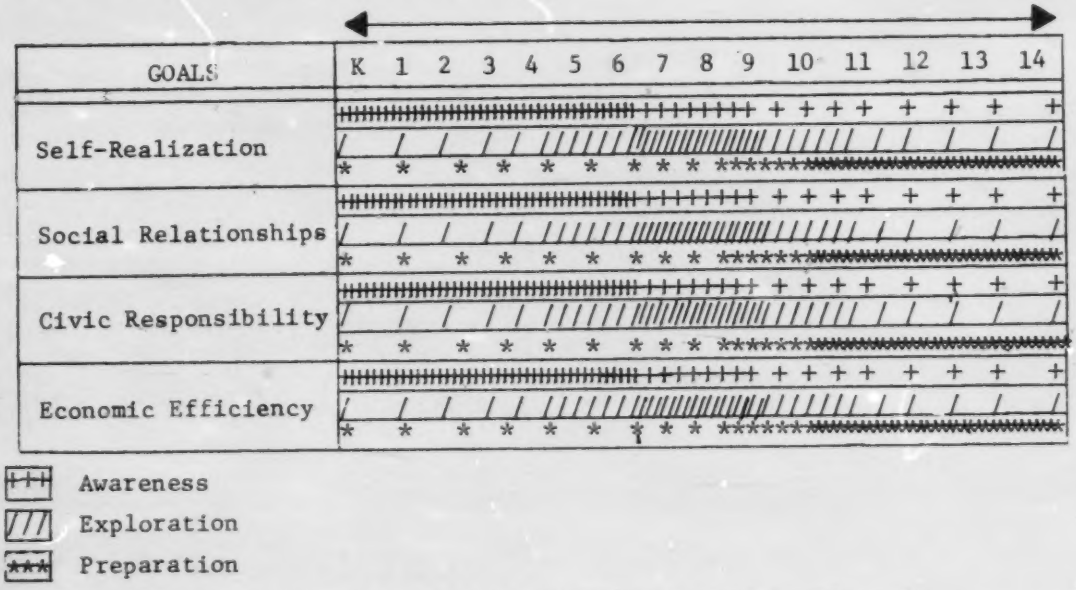


Fig. 2 Scope and sequence model for Career Development in Hawaii Schools

Examination of Figure 2 shows that the dimensions of awareness, exploration, preparation, and placement are incorporated in learning experiences, from kindergarten through grade 14. The emphasis on awareness, exploration, preparation, or placement changes, depending on the grade level, growth of the individual, and the social situation. In general, the emphasis in kindergarten through grade 6 will be on developing career and self-awareness. The model provides for exploratory or skill development tasks, as needed. From grade 7 to grade 9, emphasis is on career exploration and goal setting, but awareness and skill development can be included. From grade 10 to 14, the emphasis is on preparation and placement, but awareness and exploration are included also. The conceptual model subsumes the need to provide interventions to develop, improve, and increase career and self-awareness over the entire life span of the individual. The assumption is made that the individual never reaches the stage in life when he no longer has the potential for increasing or sharpening his awareness of self and career. The time of greatest potential for developing awareness, however, is in the elementary grades, when the individual is concerned primarily with the developmental tasks of middle childhood:

learning physical skills needed for ordinary games

building wholesome attitudes toward oneself

learning to get along with peers

learning an appropriate social role

developing fundamental skills in reading, writing, and calculation

developing concepts needed for achieving personal independence

developing conscience, morality, and scale of values

developing attitudes to social groups and situations.

It is assumed that to some degree the goals of career development are realized through career exploration over the entire life span of an individual. It is held that even in middle childhood when the individual is concerned primarily with tasks related to development of concepts and skills for everyday living--communication, computation, interpersonal relationships--there is some opportunity for career exploration and some initial experiences relating to goal setting. The major emphasis, however, on career exploration and goal setting is at the middle school grades, when the individual is concerned with the developmental tasks of preadolescence:

achieving new and more mature relations with peer of both sexes

achieving a social role

accepting one's physique and using body effectively

achieving emotional indenpendence of parents and other adults

achieving assurance of economic independence.

It is assumed that to some degree there is a potential for development of skill proficiencies, starting at an early age and continuing through the mature years. The greatest emphasis, however, on preparation for job or further education is in adolescence and early adulthood. The line between career exploration and preparation is much less definite than that which marks the transition from awareness to exploration. The needs of the individual and the social situation exert more influence at this end of the continuum than at the beginning. For the individuals who will go directly from secondary school into the world of work, preparation must begin earlier than for those who will continue schooling in college or technical school. The emphasis on preparation and placement comes at the time when individuals are concerned with developmental tasks of adolescence and early adulthood:

selecting and preparing for an occupation

preparing for marriage and family

developing intellectual skills and concepts for civic competence

desiring and achieving socially responsible behavior

acquiring a set of values and an ethical system

selecting a mate

learning to live with a marriage partner

starting a family

rearing children

managing a home

getting started in an occupation

taking on civic responsibilities

finding a congenial social group.

Career development is accomplished over a lifelong continuum as the individual realizes his potential and achieves career identity through development of knowledge, skills, and attitudes to implement self-realization, economic efficiency, social relationships, and civic responsibilities.

Experiences implementing career development

Career development of the person is realized through interaction of the individual with four aspects of the environment: school, home, work/leisure, and community.

The career development is a lifelong process through which the individual realizes his potential and achieves self and career identity. This is accomplished through a systematic sequence of planned interventions to reinforce the sequence of development along the continuum of awareness, exploration, and preparation.

The four dimensions of the environment in which experiences and decisions are implemented to reinforce career development are:

. . . school, where the individual is afforded the opportunity to participate in purposefully created and contrived experiences to bring about changes in behavior

. . . home, where the individual is afforded the opportunity to interact with members of a family and to maintain a way of life

. . . work/leisure, where the individual is afforded the opportunity to perform labor as a means of earning a living or engage in activities for the sake of personal fulfillment and enjoyment

. . . community, where the person is afforded the opportunity to interact with other individuals who share folkways, mores, taboos, rules, and laws.

Through the experiences provided to the individual in school, homes, work/leisure settings, and community, he grows into a person. He achieves self-realization, is capable of maintaining economic efficiency, can execute his civic responsibilities, and can establish and maintain healthy social relationships. The school, working in consort with the home, community, and work/leisure world, plays a key role in facilitating healthy career development.

Implementing the conceptualization of a delivery system

The delivery of career development is accomplished through intervention options which are provided through interfacing instruction, administration and guidance. Formative and summative evaluation is maintained as an integral part of the delivery system to provide quality control and accountability. Vocational education, academic education, and guidance are interrelated in the common pursuit of career development of the individual. The basic philosophy of career development expostulates that:

1. career development is a lifelong continuum

2. career development follows a planned sequence of awareness, exploration, preparation, and placement

3. career development of the individual is accomplished as the individual achieves self, civic, social, and economic development and growth

4. career development is achieved through experiences and decisions which facilitate the growth and development of the individual.

These assumptions combine to define a conceptualization which, when implemented in the school setting, will result in an integrated and articulated program of instruction and guidance, kindergarten through grade 14. This program will be designed to develop self-realization, social relationship skills, civic responsibility capabilities, and economic efficiency capabilities of every child.

A model for a delivery system of career development for Hawaii's Schools is shown in Figure 3, page 15.

Figure 3 presents a model for the organizational structure to deliver a career development continuum. When the delivery system is implemented in the school setting, an integrated and articulated program of instruction and guidance, K through Grade 14, is achieved.

Staff development, material development, community participants, data collection, information processing, and curriculum development are integral parts of the total system for delivering career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy thorugh maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of a positive self-identity and realization of vocational and avocational maturity.

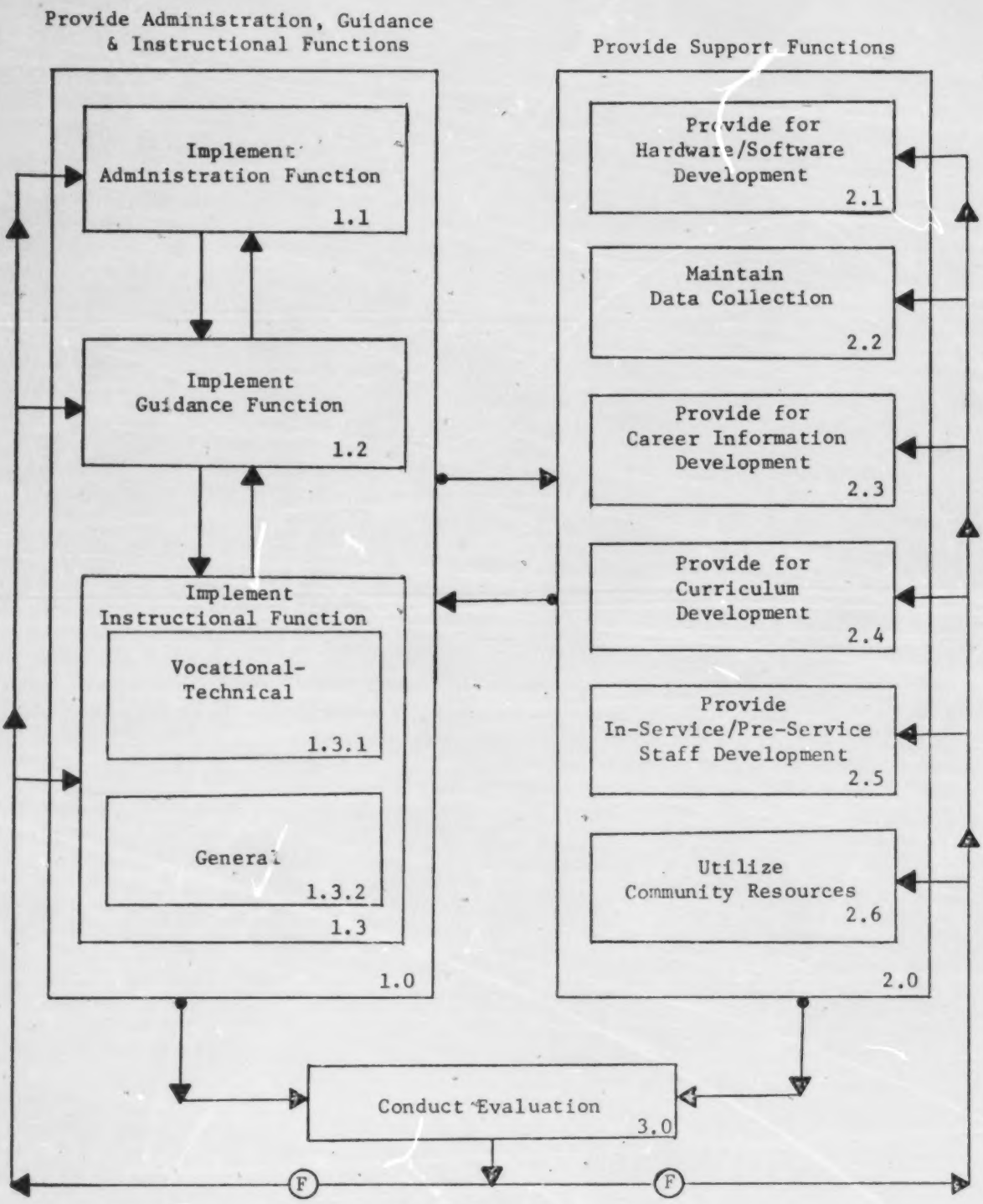


Fig. 3
Organizational structure for the
delivery of career development experiences
in Hawaii's Schools

CHAPTER III

GOALS, SUBGOALS, AND OBJECTIVES OF CAREER DEVELOPMENT IN HAWAII

This chapter describes the development of goals, subgoals, and objectives of career development, and presents the model for achieving a continuum in Hawaii's Schools through the process of relating goals, subgoals, and objectives across levels.

A goal statement is a collection of words or symbols describing a general intent or desired outcome. A goal is a broadly defined intended outcome, such as "achieving self-fulfillment." A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected outcome. Goals reflect a philosophical frame of reference and are characterized by broadness in intent and scope. A goal is a statement of general purpose. Goals are somewhat idealistic, but should not be so far removed from reality as to be meaningless.

A subgoal is a component of a goal. Each goal is made up of two or more parts. Subgoals describe in general terms the knowledge, skills and attitudes which must be achieved in order for the goal to be reached. Subgoals are expressed in general terms to describe what the person will understand, the skills he will develop, or the nature of the attitudes or values he will acquire in order for the goal to be realized. Goals tend to describe the total person or group of persons; subgoals refer to the psychomotor, affective, or cognitive dimensions of the person or particular group of persons.

Behavioral objectives are collections of words describing specific, pertinent, attainable, measurable, and observable behaviors that will result from planned intervention. Behavioral objectives are written in terms which can be evaluated. They specify the criteria of effectiveness. A behavioral objective must (1) identify and name the desired behavior; (2) describe the conditions under which the behavior will take place; (3) specify limitations or constraints; and (4) specify acceptable levels of performance.

The conceptual model prescribes the goals for career development. There are four goals which must be achieved for an individual to become a fully functioning person:

. . . becoming capable of achieving <u>self-realization</u>
. . . becoming capable of establishing and maintaining healthy <u>social relationships</u>
. . . becoming capable of executing <u>civic responsibilities</u>
. . . becoming capable of maintaining <u>economic efficiency</u> as a producer and consumer.

The goal of <u>self-realization</u> is the development of knowledge, skills, and attitudes or values to make an individual the person he is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and decision-making capability. Achievement of self-realization involves development of communication

and computational skills, acquisition of basic knowledge about health, and generation of feelings of self commensurate with potential abilities. Self-realization involves mastery of basic skills in reading, writing, speaking, listening, and mathematics.

The goal of social relationships is the development of knowledge, skills, attitudes or values to make an individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society. The goal subsumes the development of interpersonal and interrelationship skills needed to function effectively in the home, community, school, and work-leisure settings.

The goal of civic responsibility is the development of knowledge, skills, attitudes or values to make the individual a person capable of contributing in an organized, lawful way to the welfare of the group. Civic responsibility means achieving an awareness of and participation in neighborhood and local community issues and affairs, awareness of political issues and laws of the land at local, state, national, and international levels, and respect for the rights and property of others in school, community, home, and work-leisure settings.

The goal of economic efficiency is the development of knowledge, skills, attitudes or values to make an individual a person capable of managing his home and family affairs and supporting himself and his dependents at a living standard above the poverty level in a manner contributing to individual well-being and social welfare. Achievement of economic efficiency involves developing the skills required to be an effective producer and consumer of services and goods, and the capability of benefiting from avocational pursuits. This goal subsumes the development of knowldege, skills, and attitudes required for getting and maintaining gainful employment and the management of income for the welfare of the person and his dependents. It also involves productive management of time devoted to avocational interests.

For each of the goals, a set of subgoals has been defined. The subgoals for the major goals are shown in Table 1.

HAWAII CAREER DEVELOPMENT CONTINUUM, K-14
Table 1 Subgoals for each of the Four Major Goals

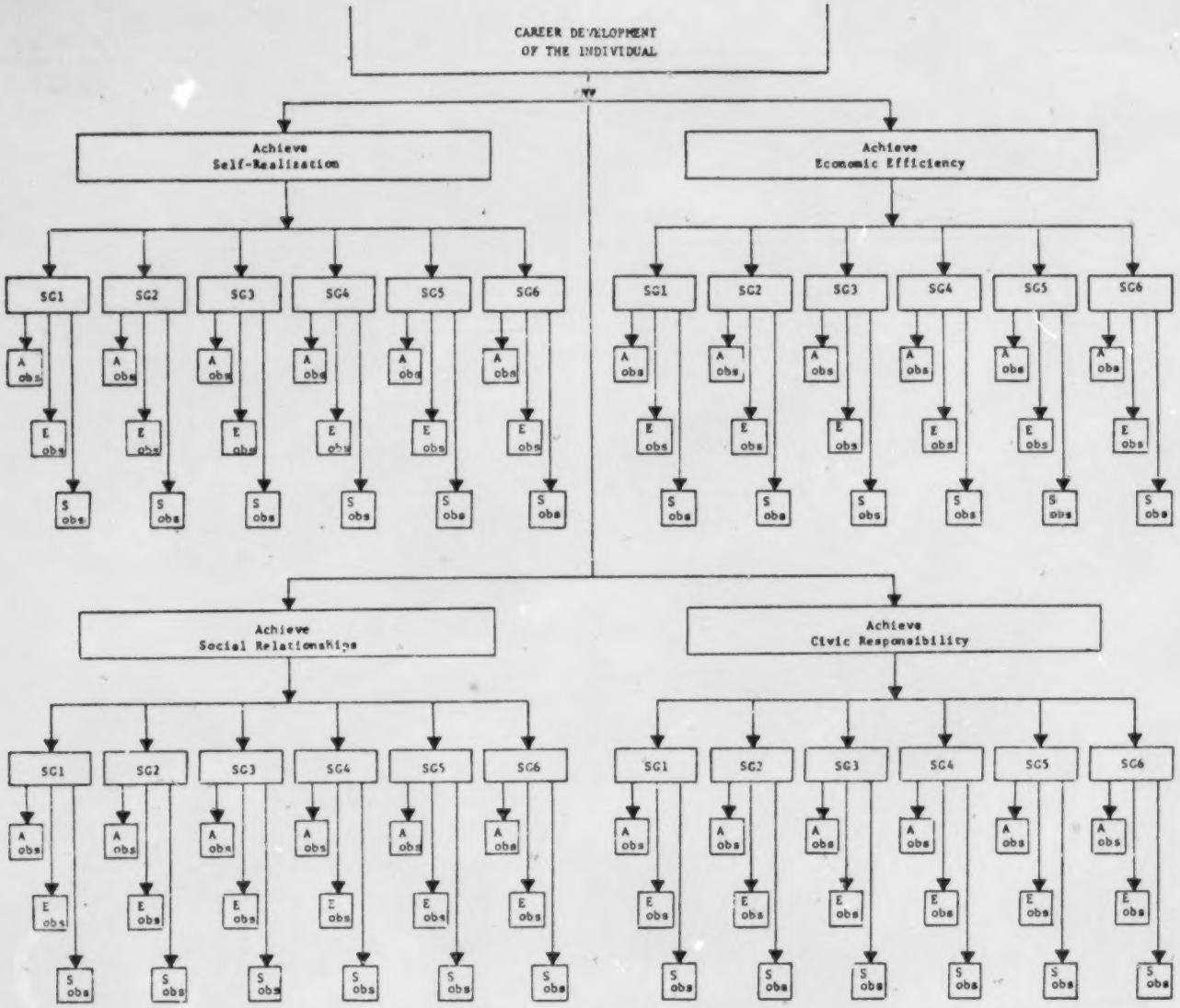
Goals	Subgoals K-14
Self-realization:	1. Acquire skills of self appraisal. 2. Develop awareness and understanding of self. 3. Develop understanding of decision-making process. 4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting. 5. Develop understanding of the relationship between work and life style. 6. Develop appreciation for individual differences in interests, values, aptitude, skills, abilities, attitudes.
Social Relationships:	1. Develop interpersonal skills. 2. Develop understanding of social roles. 3. Develop understanding of cooperation. 4. Develop understanding of community workers. 5. Develop appreciation for flexibility and adaptability in social relationships. 6. Develop understanding of interrelatedness of occupational roles.
Civic Responsibility:	1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, in the community. 2. Develop understanding of ways in which participation in civic groups contribute to individual and group goals. 3. Develop understanding of importance of rules in society. 4. Develop understanding of relationship between responsibilities and rewards in work and leisure. 5. Develop capabilities for making effective use of resources and understand relation of environment to work. 6. Develop ability to participate in various kinds of civic groups.
Economic Efficiency:	1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions. 2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual. 3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people. 4. Develop understanding that new occupations develop in response to needs of society. 5. Develop employability skills. 6. Develop understanding of the relationship between education and work.

Inspection of Table 1 reveals that the same subgoals are implemented at each level of the continuum. It is this repetition of subgoals which insures articulation across grade levels.

Each subgoal is translated into a set of learner objectives, against which the teacher or counselor can compare the outcomes to determine effectiveness of the learning tasks. The objectives are designed to take into account the need for the learner to progress through the stages of awareness and exploration to skill preparation and placement. The learner objectives specify knowledge, skills, and attitudes to be developed, reinforced, and strengthened to realize career development. The objectives in a curriculum guide are broadly stated learning outcomes. These expected outcomes must be expressed as behavioral objectives, since the effectiveness of the learning tasks can be determined only if evaluation is criterion referenced. To define a behavioral objective, it is essential to take into consideration the limitations and constraints in the situation and the characteristics of the learners. Since curriculum guide are used in different school settings, definition of behavioral objectives must be done by teachers and counselors in the different schools, taking into account the learner characteristics, environmental conditions, resources, and constraints. The teacher or counselor should convert each learner objective into a behavioral objective. Each definition of a behavioral objective should include: (1) operational description of the behaviors to be developed; (2) the conditions under which the desired behaviors will be demonstrated; (3) limitations and constraints; and (4) criteria for acceptable performance.

Each behavioral objective developed by teacher or counselor should pass a quality test. Ryan (1972) developed and described a SPAMO quality test for behavioral objectives. This test requires that each objective satisfy five criteria in order to be of the desired quality to provide a basis for accountability. The criteria are: (1) Specificity; (2) Pertinence; (3) Attainability; (4) Measurability; and (5) Observability. An objective is specific if it is expressed in terms that are clear and precise rather than vague or ambiguous. It is pertinent if it is relevant to the learners and the setting. Any objective which cannot be shown to be important for career development is not pertinent. An objective is attainable if it is within the realm of possibility for the particular group of learners and the situation. An objective is measurable if procedures for quantifying the desired outcomes are available. An objective is observable if the desired outcomes can be seen either directly or inferred on the basis of behaviors that can be seen. Broadly stated objectives found in curriculum guides must be converted to behavioral objectives.

The relationships among goals, subgoals, and objectives are shown in Figure 4.



SG = Subgoal
A = Awareness Objectives
E = Exploration Objectives
S = Skill Objectives

Fig. 4 Hierarchy of goals, subgoals, and objectives to achieve career development of the individual

Examination of Figure 4 reveals that within each of the four major goal areas of career development, basic concepts have been identified by the subgoals which must be achieved. The subgoals represent broad areas of learning which must be mastered to develop the knowledge, skills, and attitudes implementing self-realization, economic efficiency, social relationships, and civic responsibility. These four goals are the foundation of the career development model. It can be seen that the subgoals are converted into objectives relating to awareness, exploration, and preparation. The way in which the goals and subgoals are converted into a sequence of related objectives to establish a continuum of career development is shown in the charts on pages 22 to 27.

Examination of the charts on pages 22 to 27, which depict the relationships among goals, subgoals, and objectives, shows the way in which the continuum of career development is accomplished through implementation of learning experiences to achieve a sequential set of objectives related to a single subgoal. It is expected that learning experiences will be implemented in the early grades to develop awareness in relation to self-realization, economic efficiency, social relationships, and civic responsibility. In the middle grades, related objectives will focus on exploration, and in the upper levels, the related objectives will emphasize skill development. The four goals constitute the foundation for the career development model. The subgoals represent broad areas of learning content which implement the four goal areas. The objectives define the outcomes in relation to awareness, exploration, and preparation. The matrix of subgoals and objectives, by developmental levels, establishes a scope and sequence for each of the four goals. By studying the charts showing the objectives by levels, it is possible to identify the way in which objectives are related.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Acquire skills of self-appraisal.	Each learner will be able to list or describe three personal attributes.			
	Each learner will be able to tell the subject matter areas in which his performance is above average.	Each learner will be able to describe his performance in each subject matter area.	Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his present level of skill development.	Each learner will be able to show that he knows the vocabulary for use in various situations and can assess his performance in communication skills related to specific job requirements.
	Each learner will be able to give an example of one personality variable about himself.	Each learner will be able to list or describe three personality variables about himself.	Each learner will be able to complete his individual profile, and will be able to tell his major interests, aptitudes, and values.	Each learner will be able to complete a career preparation plan which is realistic in terms of his qualifications and existing opportunities.
	Each learner will be able to list or describe one unique personal characteristic.			
2. Develop awareness and understanding of self.	Each learner will be able to list or describe likes, dislikes, strengths, and weaknesses.	Each learner will be able to list or describe one personal strength and one personal weakness.	Each learner will be able to know ways of improving his behaviors and attitudes.	Each learner will be able to demonstrate that he understands the relationship of personal factors to careers.
		Each learner will be able to describe a method of strengthening his weakness.		
		Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	Each learner will gain knowledge of his likes and dislikes, and strengths and weaknesses.	Each learner will be able to describe the meaning of maximizing his potential.
3. Develop understanding of decision-making process.	Each learner will be able to give an example of making a decision.	Each learner will be able to list or describe the steps involved in making a decision.	Each learner will be able to understand that people have to make decisions, and that decision-making is important to successful and satisfying living.	Each learner will be able to accept responsibility for his decisions.
			Each learner will be able to name factors that influence a career choice.	Each learner will be able to list criteria for his desired career.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.		Each learner will be able to list or describe sequence of career development.	Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning.	Each learner will be able to assume responsibility for making a career choice.
		Each learner will be able to list two occupations in which he has no interest, and two occupations in which he is interested.	Each learner will be able to tell the value and consequences of several career choices open to him.	Each learner will be able to show that he knows what is required for placement in post-secondary employment, further education, or both.
5. Develop understanding of the relationship between work and life style.	Each learner will be able to give an example of the way work relates to the way one lives.	Each learner will be able to list or describe ways in which working relates to the way one lives.	Each learner will be able to show that he understands that an individual's occupation can influence his life style and that a preferred life style may influence one's occupational choice.	Each learner will be able to name the possible needs of a given life style and list several occupations which will satisfy these needs.
	Each learner will be able to give an example of the way in which his attitudes relate to school performance.	Each learner will be able to list or describe ways in which his attitudes relate to school performance.	Each learner will be able to identify different personal characteristics which affect performance in a job or hobby.	Each learner will be able to derive satisfaction from work/educational experience.
	Each learner will be able to tell how his study habits relate to school success.	Each learner will be able to list or describe ways in which his study habits relate to school success.	Each learner will be able to describe the way in which volunteer services affect life style.	Each learner will be able to list or describe the way changes in life style are caused by occupational advancement.
6. Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.	Each learner will be able to describe or define ways in which he is different from other persons.	Each learner will be able to list or describe one personal strength and one personal weakness.	Each learner will be able to show that he knows of existing and changing values of various ethnic and religious groups	Each learner will be able to understand and appreciate unique values and standards of cultural groups.
				Each learner will be able to show that he knows that different people have feelings of dignity and worth for different reasons.
	Each learner will be able to list one difference between himself and another person in each of the following areas: 1) interest, 2) abilities, 3) aptitudes, 4) values, 5) attitudes.	Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	Each learner will be able to identify five ways in which people differ.	Each learner will be able to show self-insight by stating ways in which he differs from others.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop interpersonal skills.	Each learner will be able to describe three jobs that people living close to him hold, and name one interpersonal skill.	Each learner will be able to describe how interpersonal skills contribute to his personal feelings of worth.	Each learner will be able to describe the probable consequences of different types of interpersonal relationships.	Each learner will be able to describe the importance of interpersonal relationships. Each learner will be able to demonstrate use of interpersonal skills in a job interview.
2. Develop understanding of social roles.	Each learner will be able to list and describe two characteristics of dignity in relation to self and others.	Each learner will be able to describe the role of one significant adult.	Each learner will be able to describe ways that group roles are valuable to him.	Each learner will be able to describe various social roles related to groups of which he is a member.
3. Develop understanding of cooperation	Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.	Each learner will be able to understand the benefits of cooperation and interdependence in making a team effort.	Each learner will value cooperation as a means to progress.	Each learner will be able to describe ways of working cooperatively with other members of a group.
4. Develop understanding of community workers.		Each learner will be able to describe two occupations which contribute to other occupations.	Each learner will be able to describe ways in which occupations are interrelated.	Each learner will be able to list and describe occupational clusters for helping occupations.
5. Develop appreciation for flexibility and adaptability in social relationships.	Each learner will be able to list two feelings his father or mother has about his or her work.	Each learner will be able to describe or define work in two different ways.	Each learner will be able to describe ways in which one member can adapt to facilitate group action and accept the value of change.	Each learner will be able to describe ways in which he has altered a social role over a period of time and know that a variety of roles contribute to his development as a person.
6. Develop understanding of interrelatedness of occupational roles.	Each learner will be able to give an example of one job which contributes to or is related to another job.	Each learner will be able to describe one job which contributes to or is related to another job.	Each learner will be able to describe ways that groups or individuals have helped him or contributed to the meeting of his needs.	Each learner will be able to list the values which have accrued to him from group membership and discuss these in terms of his feelings about himself.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.	Each learner will be able to give an example of one way in which work requires responsibility.	Each learner will be able to list or describe ways in which work requires responsibility.	Each learner will be able to to show that he knows individual responsibility is related to the success of a group project.	Each learner will be able to show that he knows the responsibilities which he has to the society in which he lives.
2. Develop understanding of ways in which participation in civic groups contribute to individual and group goals.	Each learner will be able to participate in a task which contributes to classroom goals.	Each learner will be able to list or describe two ways in which the environment in which he lives relates to career and civic groups.	Each learner will be able to state advantages and disadvantages of participation in civic groups.	Each learner will be able to describe the process of participation in one civic action group.
3. Develop understanding of importance of rules in society.	Each learner will be able to list rules for a group of which he is a member.	Each learner will be able to list or describe responsibilities of the adult citizen.	Each learner will be able to list reasons for establishment and enforcement of laws within his community.	Each learner will be able to show that he knows the rules for operation of civic groups--parliamentary and other group procedures, and structures.
4. Develop understanding of relationship between responsibilities and rewards in work and leisure.	Each learner will be able to give an example of the rewards, other than money, which are related to working.	Each learner will be able to list or describe rewards, other than money, which are related to working.	Each learner will be able to describe two ways in which work is of value, and one trait which characterizes himself.	Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.
5. Develop capabilities for making effective use of resources and understand relation of environment to work.		Each learner will be able to list or describe the relationship of the environment to a particular job.	Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.	Each learner will be able to list or describe relation of occupations to conservation of resources.
6. Develop ability to participate in various kinds of civic groups.	Each learner will be able to describe ways in which his participation in a group helped him.	Each learner will be able to describe ways in which his participation in a group contributed to his understanding of the responsibilities of citizenship.	Each learner will be able to show that he recognized that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.	Each learner will be able to relate the value of cooperative efforts to achievement of goals for common good.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.	Each learner will be able to list or describe types of workers in the community.	Each learner will be able to list or describe types of workers in the community or in the school.		
	Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented	Each learner will be able to list or describe two ways to classify occupations.	Each learner will be able to identify contributions of 10 community workers, and classify them into the following categories: working with things, working with data, and working with people.	Each learner will be able to describe one job and name one occupational cluster.
2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.	Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.	Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.	Each learner will be able to identify 10 community workers who contribute to the dignity of the individual.	Each learner will be able to relate feelings about the value of home, community, and state workers to individual well-being.
3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.	Each learner will be able to tell how one worker in the school contributes to the good of society.	Each learner will be able to list or describe two contributions which a specified occupation has made to the improvement of society.	Each learner will be able to list or describe two contributions that workers make to society.	Each learner will be able to explain how one service occupation contributes to society.
	Each learner will be able to list one way in which a worker he knows contributes to the economic good of the local area.	Each learner will be able to list or describe ways in which a worker he knows contributes to the economic good of his city, state or country.	Each learner will be able to develop appreciation for economic rewards from work.	Each learner will be able to describe economic implications of career decisions.
	Each learner will be able to list or describe three personal reasons why people work.	Each learner will be able to describe or participate in a task which contributes to classroom goals.		

Goal: Develop Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
4. Develop understanding that new occupations develop in response to needs of society.		Each learner will be able to list three occupations which have developed within his lifetime.	Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations.	Each learner will be able to describe three ways in which society brings about changes in careers.
	Each learner will be able to list or describe how an occupation other than his father's or mother's is necessary to his family's existence	Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.	Each learner will be able to identify community services that exist to meet the present civic needs of his community.	Each learner will be able to describe ways in which the needs of society have changed and how the work structure has been altered due to these changes.
5. Develop employability skills.	Each learner will be able to give an example to show two factors necessary for job success.	Each learner will be able to list three factors necessary for job success.	Each learner will be able to describe two employability skills.	Each learner will acquire employment skills adequate for job or educational entry in an area of his interest. Each learner will develop capability of being able to move into a job or further education.
6. Develop understanding of the relationship between education and work.	Each learner will be able to list one occupation which requires high school education, one which requires college, and one which requires specialized education.	Each learner will be able to list or describe the educational needs related to a specific occupation.		
	Each learner will be able to list or describe occupations which require a specific content, e.g. mathematics as a necessary knowledge.	Each learner will be able to describe the content and sequence of education necessary for a specific occupation.	Each learner will be able to list two values of getting prerequisite educational preparation before job entry or job change.	Each learner will be able to list the educational requirements for a specific job.

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Information Phase
Self-Evaluation

1. What options or alternatives in education and employment are available to students in our present system?

2. Are most graduates (either from high school, community college or college) getting jobs in their field of study?

3. What are some of the trends in career possibilities in Hawaii? How is the above question related to the trends in career possibilities in Hawaii?

4. What were some of the cultural implications of careers? How has this changed with technology and modernization of the world in general?

5. What are some factors which lead to the felt need for change in our educational system?

6. When did the concept of Career Education originate? By whom?

7. Is there widespread participation in this concept? What has been the general response to Career Education by educators? Business and industry?

8. Career education proposes many options for the individual instead of tracking one into a specific vocation. Do you feel that this is a fair statement against the present system? Why? How would Career Education be able to "open more doors" for each individual?

9. Is there a national following on Career Education? What types of programs have other school districts done in the implementation of this concept?

10. How much support is available on a national level? On a local level?

11. What are some of the components which go to make up the whole or career education as shown in the national USOE model?

12. Hawaii has its own model for Career Education as developed by the State Department of Education in 1972. Would you be able to give a general statement explaining some of the objectives and goals of the Hawaii model? If so, what are they? How is the Hawaii model different from the national model?

APPENDIX A

Learning a Living in Hawaii

STATE BOARD FOR VOCATIONAL EDUCATION

Foreword

Choosing a career can be difficult—at any time, at any age. But it can also be a chance to explore alternatives, for yourself and for the type of work that may be best for you.

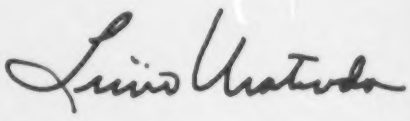
The Office of the State Director for Vocational Education has published this booklet as an introduction to vocational opportunities in Hawaii.

The booklet deals especially with programs in our high schools and community colleges, programs which teach not only specific job skills, but also how to think, communicate, and cope in everyday life.

We hope the information here will encourage readers to explore further. Hopefully, it will lead people to consider possibilities in vocational training they may not have been aware of before.

Our heartfelt thanks and appreciation are extended to Mrs. Elizabeth Young, Mr. Michael Tamaru, and Dr. Minnie Boggs for serving as staff in the production of this booklet; to Ms. Emiko Kudo, Dr. George Ikeda, and Dr. Samson Shigetomi for serving as advisers to the project; and to the U.S. Office of Education for making it possible to complete this project through the Education Professions Development Act, Part F grant.

I urge students, parents, educators and other members of the community to read this booklet and to share the information with others.



Fujio Matsuda
Administrative Officer
State Board for Vocational Education

Introduction

In today's market, vocational training is where many of the jobs are. The U.S. Department of Labor predicts that by the end of the 1970's, 8 out of 10 available jobs will not require a bachelor's degree.

What's more, in the next decade Hawaii will need a whole new generation of trained specialists—some in fields that didn't even exist ten years ago.

In today's classroom, you're likely to see people of all ages—training or retraining for a changing world, or just for their own satisfaction and improvement. They can do it in Hawaii, thanks to vocational programs which begin in high school and continue through the community colleges and beyond.

What all this means is that vocational education is changing, too—taking on a new role and function, assuming an even greater share of today's education.

That's what this booklet is all about: the people and programs of a new kind of vocational education in Hawaii.

We encourage you to read it—for a new look at some new opportunities. And because our community depends on how well we do our job in vocational education.

A

BRIEF HISTORY

Vocational education has come a long way since the 1950's.

At that time, training was offered through five technical schools administered by the Department of Education. High school vocational courses were limited. Then, to expand opportunities statewide, the Hawaii State Legislature in 1964 authorized creation of a system of comprehensive community colleges from existing technical schools. They became University of Hawaii campuses in 1965.

Students came in increasing numbers to the new two-year colleges. By 1967, enrollment in the community colleges had nearly doubled.

At the same time, the DOE began developing a restructured high school vocational program with substantial state and federal support—for many students who needed practical job skills before they left high school; for preparation for more specialized study; or for a chance to explore different careers.

The DOE redesigned programs to meet these needs—programs which have since won awards for excellence. The result is that vocational enrollment has increased steadily since 1968.

WHERE WE ARE: IN THE HIGH SCHOOLS

Walk into any public high school in Hawaii, and you're likely to find a vocational education program. That may come as a surprise to some people.

All of them include actual job training and a balance of academic subjects. Students work on campus and in the community. They learn what kinds of jobs are available and what it takes to qualify.

All high school vocational programs try to do three things:

(1) provide basic "entry-level" job skills for students who want to find work right away.

(2) prepare students for advanced training and specialization in community colleges, apprenticeship, and other programs.

(3) help students who want to continue into training for professions.

There are three types of programs available, for different student needs:

1) **Introduction to Vocations**—open to all students. Counsels students about career opportunities and provides actual job training, on campus or in the community.

2) **Pre-Industrial Preparation (P.I.P.)**—especially for disadvantaged students. Emphasizes improvement of basic verbal, mathematic, and scientific skills by relating them to actual job experiences.

3) **Occupational Skills (O.S.)**—especially for handicapped students. Provides basic job skills training and counseling.

Most schools have at least one of these programs. Some have all three. The plan is to have all three programs in all Hawaii public high schools by 1978.

What Kinds of Training are Available?

Since all high schools can't offer every field of training, there are certain "clusters" or families of occupations at each school. They include: business, electrical-electronics, food service, construction-civil technology, mechanical occupations, technical graphics, health, and personal/public services.

In electronics, for instance, a career guidance unit covers the whole range of job opportunities—from television repair to satellite research.

Students learn the basics of electronics as well as skills such as how to troubleshoot a television or radio. They may have a chance to work at a repair shop or communications center near their school through cooperative education programs.

The types and fields of training at a school depend on the needs of both students and employers. Larger high schools may have a larger selection of programs.

Every effort is made to provide a choice of programs within each of the seven school districts. Students who want to take a program not offered at their school may enroll at another high school on a concurrent basis.

IN THE COMMUNITY COLLEGES

Imagine a student-run restaurant or bake shop. Or a three-bedroom house, built entirely by students.

Or students working in the community as child care aides, legal assistants, or hospital paramedics for part of their training.

That's just a sample of what vocational training is like these days in Hawaii's community colleges.

Vocational training at the seven campuses can range anywhere from eight weeks to about two years in length.

Training is practical and specialized. But there also are chances to take courses in communications, mathematics, humanities, natural and social sciences offered by the colleges.

Anyone 18 or older or a high school graduate is eligible to apply. You can take single courses, a shorter certificate program, or a two-year associate degree program.

People of all ages come to the campuses, day and night: housewives, apprentices and journeymen, businessmen and women. Anyone with a yen for self-improvement.

The community colleges on Oahu have their specialties. Kapiolani, for instance, offers programs in business, health, hotel and food service, and paralegal education.

Honolulu specializes in trade-technical, public, personal, and human services programs.

Leeward offers courses in such diverse fields as marine technology, auto mechanics, business, and food service.

Windward is developing programs in business education, with plans to expand into other areas.

The Neighbor Island colleges—Kauai, Hawaii, and Maui—offer a wide range of programs in fields such as business, agriculture, trade-technical, and health, since their students can't travel as easily to other colleges for their training.

B

(A) Drafting, once a field for men only, is attracting more girls in the state's high schools. Enrollment in all high school vocational programs has grown significantly since 1970. (B) Nursing and other allied health specialists continue to be in demand. The University of Hawaii community colleges—the fastest-growing segment of higher education in the state—offer training in more than 50 different fields such as these.

Business Education

(A) Many Hawaii companies provide on-the-job training for high school and community college business students. (B) Computer centers such as this one at Kapiolani CC are managed and operated entirely by data processing students under faculty guidance. (C) Doris Fujita, a former teacher, practices shorthand in a community college learning center—one of many women returning to learn or brush up on job skills.

Training for business careers is big business in Hawaii.

Courses in secretarial skills. In agriculture and horticulture, especially on the Neightbor Islands. In mid-management and data processing. In hotel operations and tourism, the largest single industry in the state.

The jobs are there. So is the excitement. Because, in many ways, the future of Hawaii's businesses is the future of Hawaii.

All high schools and most community colleges have one or more programs in these fields. Programs that teach skills, not just theory. And not just on campus, but out in the business world, too, where it counts. In family operations and large corporations.

At Waipahu High School, for instance, students learn sales and marketing techniques through on-the-job training in local businesses. Community college students also train in the community, often being treated

A

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as part of the regular staff in banks, offices, hotels, and other companies.

Because business in Hawaii is always changing, the people in it have to change, too. That's why you see secretaries and store owners, salesmen and supervisors coming back to school—usually at one of the community colleges.

Some come for evening classes, others for seminars and workshops. Still others take advantage of flexible programs like the one at Kapiolani, or similar ones at other community colleges.

Their programs in typing and shorthand have won national recognition. They're for people who want to learn at their own pace, and set their own schedule.

Everything is divided into short units, complete with exercises, videotapes, slides, and a teacher always available to answer questions.

People come into the college's learning center after work, on lunch hours. All they have to do is plug in their earphones and begin.

(D) Agri-business and ornamental horticulture programs are offered in nearly two-thirds of Hawaii high schools and some Neighbor Island community colleges. (E) Training programs in such tourist-related fields as hotel housekeeping and hotel mid-management, are available on Oahu and some Neighbor Islands.

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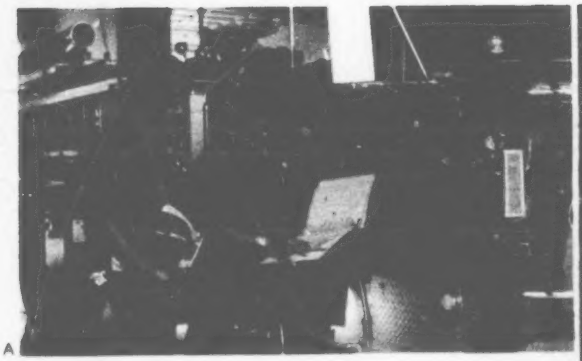
Personal and Public Service



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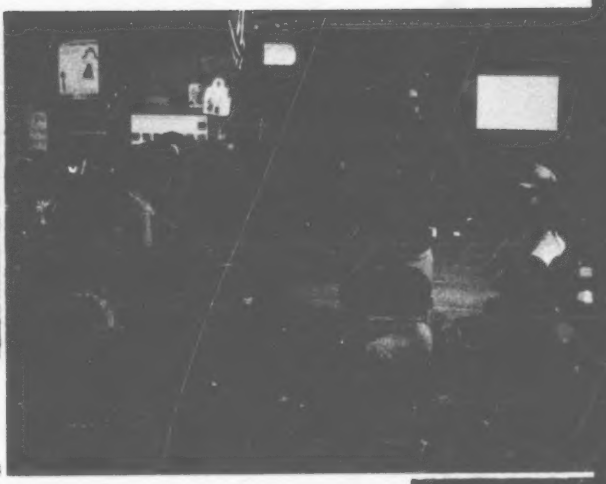

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(A) Working firemen take college courses to improve their chances for promotion. (B) Programs to train educational assistants, recreational instructors, and human services specialists are growing among the community colleges. (C) Kapiolani's paralegal program, one of six demonstration centers in the nation, has attracted students of all ages. (D) Apparel design programs can include pattern drafting, textiles, and interior decorating. (E) Policemen and women take community college classes in the arts and sciences, as well as in their field. (F) Working in the campus beauty clinic is part of the cosmetology training at Honolulu CC.

People helping people. That's what this page is all about.

Policemen. Firemen. Human services aides.

A whole range of jobs for people who like to work with people.

Maybe your field is library work. Or child care. Or helping in the schools. There's training available in Hawaii to help you find your niche.

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If you're creative, how about fashion design? Or cosmetology? Or interior decorating? These personal services will continue to be in demand as Hawaii grows.

If you're already working in a related field, more training may be your key to advancement.

That's why a third of the Honolulu Police Department is going to college. There's more emphasis now than ever before on getting an education.

There are new fields, too, such as occupational safety and health or paralegal assisting. In the next few years, Hawaii will need more than 4,000 trained specialists to implement job safety programs. More and more paralegal assistants will be needed to help reduce the cost of hiring a lawyer.

The more Hawaii grows, the more services we'll need—and the experts with the right training to provide them.

Mechanical Occupations

These days, no one can just pick up a wrench and call himself a mechanic.

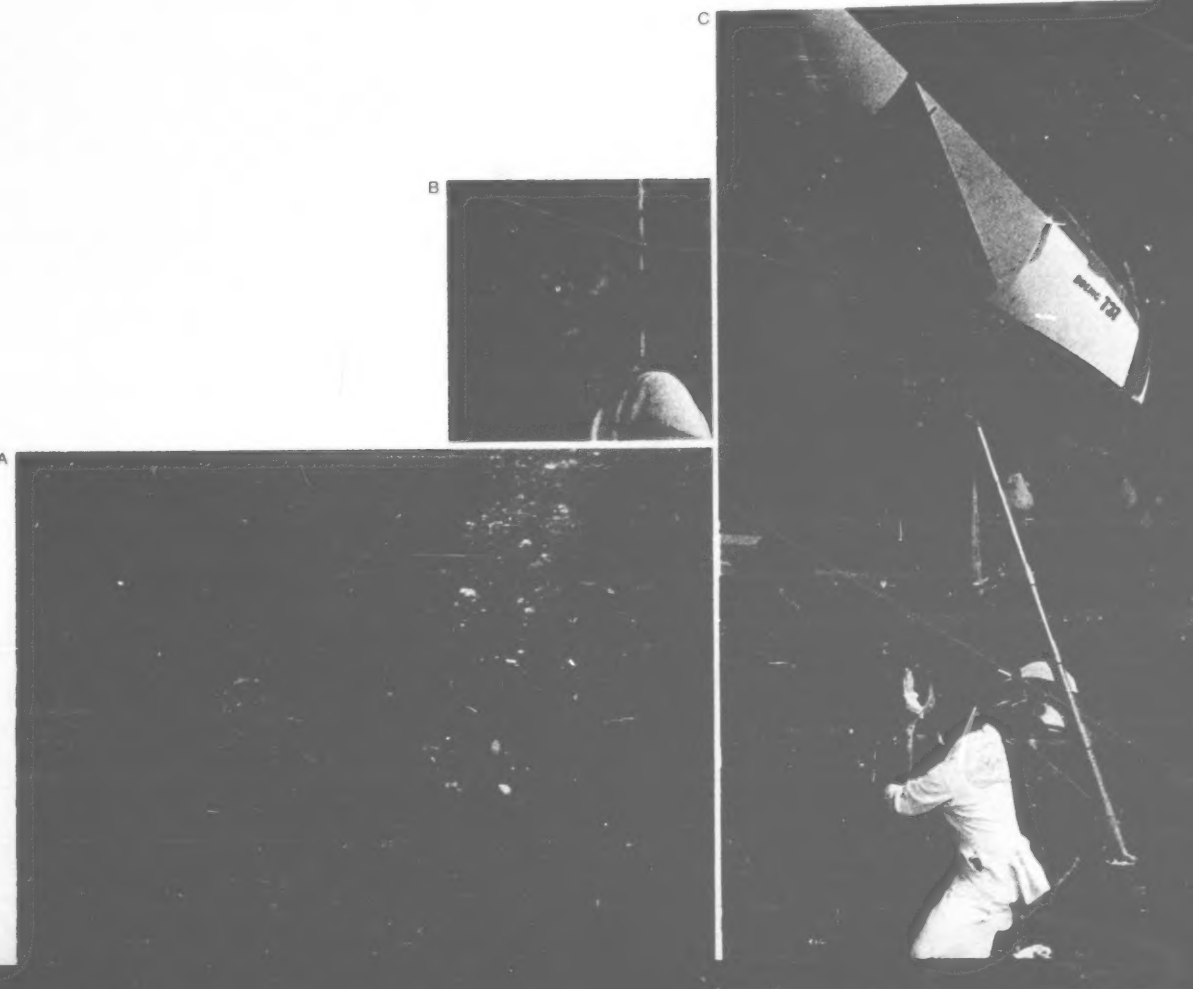
Or a machinist. Or a welder.

It takes training. And certification, for auto mechanics and other trades. But for those willing to work at it, it can mean good jobs and good pay.

And plenty of satisfaction. That's what having a skill is all about. Especially one that millions of people count on, but sometimes take for granted.

Like auto repair. Or metalworking. Or aircraft or diesel mechanics. Or new fields like plastics or air conditioning and refrigeration. Or marine technology.

There are courses and programs in both the high schools and community colleges. Practical courses that can start you on your way, but don't take forever to complete.



There are chances to learn on the job, too, where it counts. And in campus shops, working on real jobs for real customers.

Maybe you've noticed, there's a new respect for someone with a trade these days.

After all, anyone can be an armchair philosopher. But how many can be an armchair mechanic?

(A) Students in Leeward CC's marine technology program learn to scuba dive, navigate, and work on research vessels at sea. (B) It's not unusual anymore to see women in the mechanical trades. (C) Honolulu CC offers the only civilian, FAA-approved aviation maintenance program in Hawaii, serving the entire Pacific Basin. (D) Graduates of welding programs can work in everything from building construction to shipbuilding.

(E) Working on customer cars is part of the training for high school and community college auto mechanics, auto body, and power mechanics students. (F) Metal processing and fabrication programs start many students on their way to apprenticeships.

D

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F

Construction/Civil Technology

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(A) High school building construction and college carpentry graduates have to know how to work with both wood and concrete, read complicated blueprints, and interpret technical specifications. (B) For the past three years, Hawaii CC carpentry students have built a house as their final project, to benefit a Big Island family through the Hawaiian Homes Commission.

Look just about anywhere in Hawaii and you'll see buildings on their way up—homes, offices, places people depend on.

All of them require persons specially trained in their field: carpenters, roofers, masons, painters, and others.

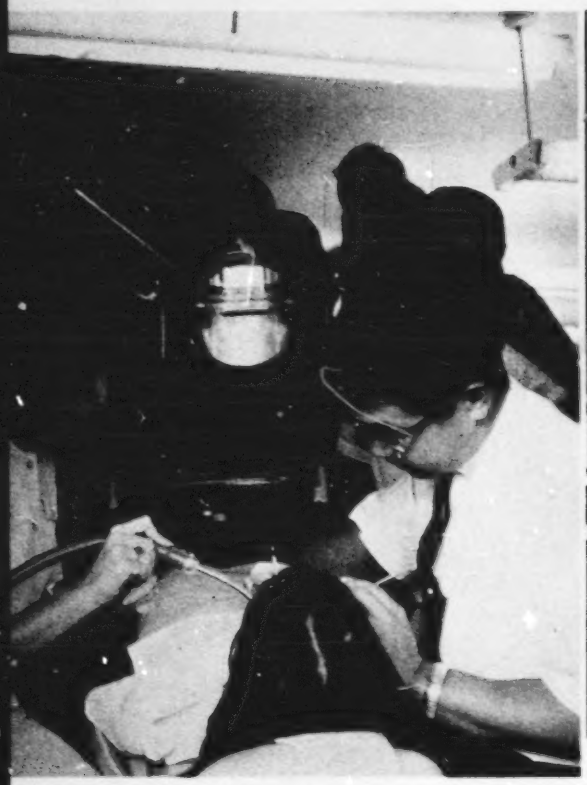
But competition is getting tougher all the time. And often the best jobs go to those who know more than one area.

That's when an education can make a difference. You can get the basics in high school, then move into a community college, apprenticeship, or other type of training.

You can learn various phases of construction—from blueprint reading and running a transit to concrete form and cabinetmaking.

In the long run, you'll end up with a lot more than when you started. And no matter what the job market, that's a pretty good position in which to be.

Health Occupations



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(A) Dental assisting has one of the highest job placement records in the community colleges. (B) Nursing programs available at Kauai, Hawaii, Maui, and Kapiolani community colleges, help improve the quality of health care—especially on the Neighbor Islands. (C) Occupational therapy is one of several new allied health fields. Others include: dietetic, medical record, medical lab technology, and medical assisting.

You want to get into something important?

No field is growing faster in Hawaii than health services. And none needs people more.

It takes a special kind of dedication to be a practical nurse. Or an occupational therapy assistant.

But you get a special kind of satisfaction, too.

You're part of a team of specialists working to restore health and save lives.

There's training here in Hawaii in more than a dozen different health fields—some that didn't even exist 20 years ago such as radiological technology or respiratory therapy.

Most of the programs take two years or less.

And much of the training is in community clinics and hospitals. You have a chance to learn from the experts. And to know what it's like to work on a life-giving team.

Food Service Occupations

(A) Commercial baking students at Honolulu CC run their own bake shop for the public. (B) Every meal is a lesson for food service majors at Leeward, Hawaii, Maui, and Kapiolani CC where campus dining rooms are staffed entirely by students. (C) High school students interested in food service careers can train in campus programs or in local restaurants through cooperative education.

Some people think cooking is a chore.

We think it's an art.

The food service industry is one of the most exciting in Hawaii.

There's nothing more satisfying than a well-prepared meal. Served with style. And guaranteed for good taste.

That's part of what food service training is all about.

But wait, there's more. Such as menu planning. And accurate inventory. And cost control and management.

There's a lot more to food service than meets the eye. Which is why it's a field always changing, always challenging.

There are plenty of chances for experience, too. Either in local restaurants as part of your training, or in one of the community college's dining rooms staffed entirely by students. All the programs are actively supported by professionals already in the field.

So look into it. It could be one of the best moves you ever made.

Technical Graphics Occupations

(A) Community college applied arts and high school graphic arts majors design graphics for tv production classes and teaching materials for faculty. (B) By their sophomore year, many community college students are already working for engineering firms, advertising departments, and other agencies. (C) High school technical graphics students learn to silk screen and turn out school programs and other publications.

You know the old saying:
a picture is worth a thousand words.

In technical graphics, you learn how to use both, to communicate with design.

Drafting. Graphic design. Printing and production.

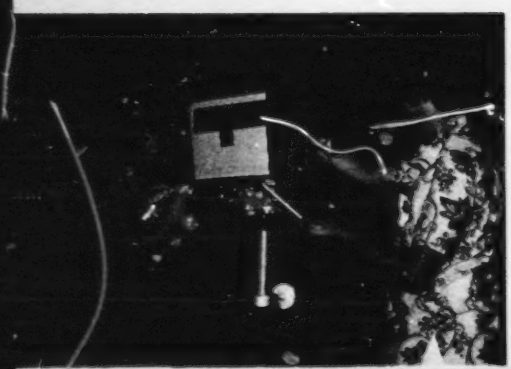
A whole world requiring the trained hand and eye of a professional.

But not out of reach, with the right training.

There are jobs in advertising, in architectural or engineering design, in printing and publications.

People are relying more and more on visual materials—in schools, in businesses, in dozens of industries.

They need people with the talent and the skills. Maybe people like you.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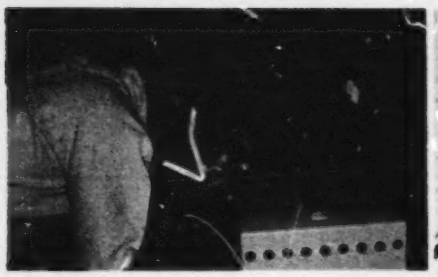
Electrical/Electronics



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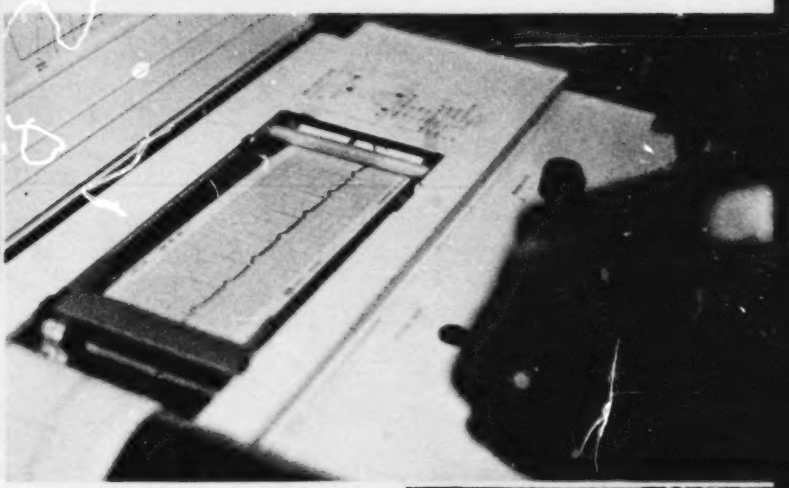

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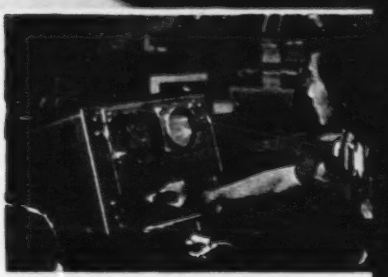

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(A) Electrical and electronics students learn how to troubleshoot and repair complex systems in campus labs. (B) A new program to train persons to repair delicate hospital equipment is underway at Honolulu CC. (C) Through some high school and community college programs, electronics students are able to work in television repair shops and related businesses for part of their training.

Imagine a world without a telephone. Or a radio. Or a television.

Or an electrocardiogram to monitor a heartbeat.

It's electricity and electronics that help run our world. That allow us to communicate across time, across space. That help us save lives.

Now imagine a world without the people to help make the machines tick. That's where the people on this page come in.

They're the next generation of skilled technicians, coming out of Hawaii's high schools and community colleges.

In communications. In appliance repair. In burgeoning new fields such as biomedical electronics.

At several high schools, students learn the latest techniques in tv repair. Their instructors spent their weekends training under members of the Hawaii Electronics Association.

At Honolulu Community College, students service actual hospital equipment for their training in biomedical electronics. It's the only program of its kind in the state, and one of only a few in the nation.

There are plenty of jobs waiting for both men and women in these fields. All it takes is the training to start you on your way.

Apprenticeship

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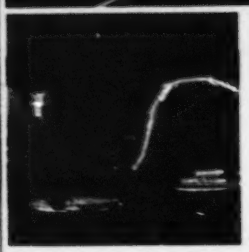

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(A) Qualified students can enter apprenticeship directly after high school or community college and learn a trade on the job. (B) Completion of apprenticeship is often the only way to enter some trades. However, students can receive credit toward apprenticeship through community college programs. (C) Related classroom instruction for apprentices may include mathematics, blueprint reading, or communication and language skills.

There are several thousand night students in Hawaii no one ever hears about.

They're the state's journeymen and apprentices who go to community college classes at night as part of their training.

Apprenticeship is private industry's proving ground for tradesmen and women. Management and labor in each trade work hand in hand with community colleges to train competent men and women. There are 75 different apprentice programs in Hawaii. The length of training for most typical programs ranges from two to five years.

Apprentices train on the job during the day. Then, they attend community college classes for related instruction in their fields, such as ironwork, sheet metal, masonry, and plumbing.

Honolulu Community College's evening apprenticeship program, for example, is almost as large as its regular day program in enrollment.

Honolulu also provides related instruction to Pearl Harbor Naval Shipyard apprentices who are enrolled in different training programs.

Cooperative Education

(A) Co-op benefits employers as well as students. Wallace Young (right), owner of American Stereo Co., relies on his staff composed entirely of community college business and electronics students. (B) Many students such as Kathleen Katsuda at Parkview-Gem have moved into supervisory jobs through the co-op program. (C) Training in the community is becoming an important part of many high school and college classes. Windward CC, for instance, plans to make co-op a major part of its developing vocational program.

In cooperative education, you can get the best of both worlds.

You can go to school part-time. And you can work part-time. You can get paid for working. And you get credit for both. It's as simple as that.

With co-op, what you study in school is what you use on the job. And vice-versa. "It makes everything you learn mean more," students say. And they're right.

It's also a way to get an inside track on a full-time job. If an employer has trained you and likes your work, he's more likely to hire you.

Hawaii's high schools and community colleges offer cooperative education. They work hand-in-hand with employers in the community—experts in their field—to help train students for jobs, on the job. In hotels, restaurants, large and small businesses, public and private agencies.

It's not just books anymore. It's for real.

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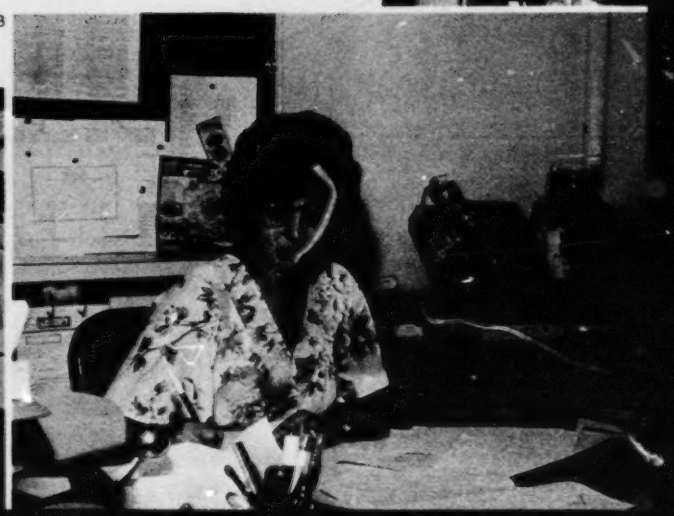

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Helping the Disadvantaged

(A) In high school PIP programs such as this one at Konawaena High School, students master math skills and learn blueprint reading at the same time. (B) Students once bored with school often find new motivation and confidence through PIP's cooperative education program. (C) Peer teaching, tutoring, and counseling helps high school and community college "disadvantaged" students discover they can do excellent work.

A person can be rich in one culture and disadvantaged in another.

For many disadvantaged students, competing for jobs can be discouraging —without the right kind of training.

There are, however, several programs which can help.

In Hawaii's high schools, there's the Pre-Industrial Preparation Program or PIP. Students learn job skills, and verbal and mathematics skills, by relating one to the other.

For instance, a student in office training learns to use language through composing a letter. A student in agriculture masters fractions by figuring poultry poundage.

In the community colleges, several hundred vocational students have mastered basic skills through similar methods. Reading programs report average gains of two or more grades for students in a single semester.

Other programs provide special counseling, tutoring, and other support to help students adjust to college life. Often students who have already succeeded through the program counsel others just starting. It's a little like the Hawaiian concept of 'ohana, the extended family.

It's all part of helping students help themselves. After all, a little bit of self-confidence goes a long way.

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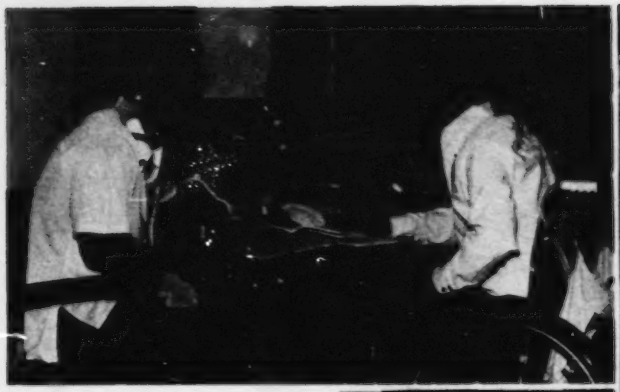
Helping the Handicapped



Being handicapped can be a state of mind.

Often, it has little to do with how well a person does a job.

Take Jerry, for instance. He's considered one of the best body and fender men in his shop. The noise never bothers him. Jerry is deaf.

Then there's Fay. Her supervisor calls her the most conscientious worker she's ever had. Fay, a cook's helper, happens to be mentally retarded.

How about Albert? He counsels students in a Leeward Community College program for the handicapped. Albert is blind, but knows the campus like the back of his hand.

Through special programs in the high schools and community colleges, other students are learning to help themselves.

In the Occupational Skills program, high school students train for specific jobs in business, personal and public service, food service, construction, and mechanical occupations.

In the community colleges, students enroll in regular college programs, but receive special support through tutoring, counseling, and other services.

Some campuses provide summer orientation programs to help students make the transition to college life. Others have formed clubs for group activities such as wheelchair basketba or scholarship fund-raising.

As we said, being handicapped is only a state of mind.

Where We're Headed

There was a time when a person chose a job for life.

No more.

Needs change. Industries change. People change.

Now a person can expect to change jobs seven or eight times in a lifetime.

More people are coming back to school than ever before, too. To keep up with their field. To brush up on old skills or learn new ones. To keep from growing stale, obsolete.

To keep pace, schools and colleges must change, too.

The Next Step

In the next five years, vocational education in Hawaii will work toward:

Innovation—in solving the problem of having many unemployed people and yet many unfilled jobs.

Efficiency—in maximum utilization of shops, labs, and equipment by high schools and community colleges.

Flexibility—in programs, adapting to individual needs through more self-paced instruction, learning centers, classroom instruction better related to on-the-job experience.

Equal Opportunity—for all Hawaii's citizens to receive vocational education suited to their needs.

Programs and Services—based on analyzing the job market, population, and training needs.

What you've seen in this booklet is just a sample of what is available today in vocational training in Hawaii.

If you'd like more information, ask your nearest high school or community college teacher or counselor. Or write to the Office of the State Director for Vocational Education, University of Hawaii, Bachman Hall, Room 101, 2444 Dole St., Honolulu, 96822.

For a comprehensive, easy-to-read description of dozens of different careers, look for the "Guide to Occupations in Hawaii." It's available at all public libraries, high school and community college libraries, and in counselors' offices.

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